DOCUMENT RESUME

ED 272 454 SP 027 688

AUTHOR Sears, James T.; And Others
TITLE A Longitudinal Study of a Demonstration Project Related to the Recruitment, Preparation and Retention of Highly Qualified Persons for the Teaching Profession: The Brackenridge Interns--The First Year.
PUB DATE Mar 86
NOTE 142p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Academic Education; College School Cooperation; Elementary Secondary Education; Higher Education; *Internship Programs; *Preservice Teacher Education; Program Evaluation; Public Schools; *Student Attitudes
IDENTIFIERS *Brackenridge Interns in Teaching; Texas; Trinity University TX

ABSTRACT

The Brackenridge Interns in Teaching (BIT) program was implemented at Trinity University (Texas) in 1984. The program consists of three components: (1) the academic curriculum of Trinity University; (2) a variety of practicum experiences in selected Bexar County public schools; and (3) a comprehensive community education progam. The academic curriculum features arts and letters, the humanities, the behavioral sciences, the natural sciences, and mathematics. Practicum experiences in the county schools involve observation of classes at levels from K-12 in different types of schools. The community awareness program exposes students to community problems, and provides opportunities to work with community leaders. After the BIT program, the interns will teach in the county schools for at least two years. During this period, they will work with Trinity faculty and public school personnel. There are currently 17 participants in the BIT program. This report presents an overview of the first year of the program. Data were collected by interviews, observations, and intern journals. Information is provided on: (1) interns' perceptions of the BIT program, of their group, and of their career choice; (2) results of the Self-directed Search, the Career Maturity Inventory, the Survey of Personal Values, and the Survey of Interpersonal Values. An interpretive essay is presented: "The First Year: Decisions, Transitions, and Visions." References are included. About half of the document consists of appendices, which contain the assessment instruments used in gathering data. (JD)

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A Longitudinal Study of a Demonstration Project Related to the Recruitment, Preparation and Retention of Highly Qualified Persons for the Teaching Profession: The Brackenridge Interns--The First Year

Principal Investigators:

James T. Sears, University of South Carolina
Philip Moyer, Trinity University
John D. Marshall, National College of Education

March, 1986

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TABLE OF CONTENTS

INTRODUCTION

General Introduction 1
Overview of the B.I.T. Program 3
Overview of the Research Design 6
Overview of the First Year Research Procedures 8

QUALITATIVE DATA

Introduction 10
Interns' Perceptions of the Brackenridge Program 11
Interns' Perceptions of the Intern Group 13
Interns' Perceptions of Their Career Choice 16
Concluding Comments 19

QUANTITATIVE DATA

Introduction 20
The Self-Directed Search 21
The Career Maturity Inventory 23
The Survey of Personal Values 24
The Survey of Interpersonal Values 26

INTERPRETIVE ESSAY

Introduction 32
The First Year: Decisions, Transitions & Visions 33

SUMMARY OF FINDINGS

The Brackenridge Interns: The First Year 55

REFERENCES

References 57

APPENDICES

Appendix A: Fall 1984 Interview Questions 60
Appendix B: Spring 1985 Interview Questions 62
Appendix C: Fall 1984 Interview Data 63
Appendix D: Spring 1985 Interview Data 84
Appendix E: Individual Intern Scores 115
Appendix F: Descriptions of Instruments 122

TABLES

Table 1: Self-Directed Search Scores for 16 Brackenridge Interns 22

Table 2: Survey of Personal Values Scores and Rank Order for 17 Brackenridge Interns 25

Table 3: Comparison of Survey of Personal Values Scores Between Brackenridge Interns and the College Norm 27

Table 4: Survey of Interpersonal Values Scores and Rank Order for 17 Brackenridge Interns 29

Table 5: Comparison of Survey of Interpersonal Values Scores Between Brackenridge Interns and the College Norm . . 31

Table 6: Intern Career Orientation at Entry Point 38

Table 7: Intern Career Orientation at the End of Year One . . . 47

Table 8: Interns Raw Scores for the Self-Directed Search . . . 115

Table 9: Interns Raw Scores, Standard Scores and Percentile Scores for Career Maturity Inventory 116

Table 10 Interns Raw Scores and Percentile Scores for the Survey of Interpersonal Values 120

Table 11 Interns Raw Scores and Percentile Scores for the Survey of Interpersonal Values 121

INTRODUCTION

Teacher education has been in a state of crisis for 50 years. For three generations teacher training has been studied. From the mammoth Survey of Teacher Institutions (National Society of College Teachers of Education, 1935) to the report of the Carnegie Foundation for the Advancement of Teaching (Feistritzer, 1983), many of the findings have been alarmingly similar. Waller (1932:61) observed:

> A popular epigram of a few years ago had it that teaching was the refuge of unsaleable men and unmarriageable women . . . Unjust or not, the low social standing of teachers, and the belief that teaching is a failure belt among the occupations, which is part of that low standing, contribute much to make the personnel of the profession represent a lower gradus of the general population than would otherwise be the case.

Based on normative surveys of 135 schools, colleges, and departments of education, on questionnaire returned by 1, 387 teacher education faculty, and on visitations to 20 teacher training institutions, Clark and Guba (1976:31) underscored why this crisis persists: 1) the arts and sciences, wherein a vast amount of teacher education occurs, are not noted for their efforts in teacher preparation; 2) responsibility for teacher training is widely diffused; 3) "the established quality of control mechanisms are (sic) malfunction"; and 4) "the configuration of institutions and agencies involved in teacher education is so large, so disimilar in terms of institutional resources and missions, and so free of interdependence across agencies that teacher education is difficult to influence or change." Despite such criticism, there have been few descriptive studies of preservice teacher training. While educational researchers have unearthed a considerable amount of data regarding the efficacy of micro-teaching, usage of high-order questions, and so fourth, embarrassingly little has been revealed about the inner-workings

of teacher education education (Koehler, 1985). During the 75-year history of educational research, only recently has there been serious inquiry into teacher education institutions from the perspectives of insiders: teachers, students, and administrators (Ginsburg, 1984; Popklewitz, 1978; Popkewits, Tabachnick, and Zeichner, 1979; Sears, 1984; Smith, 1978; Zeichner, 1980).

Over the years, there has been efforts to reform teacher education. These reforms have ranged from the development of the "senior block" in the secondary education program at Central State Teachers College during the '40s to the implementation of a multi-million dollar program providing 22 elementary and secondary training options at Indiana University during the mid-'70s. The Brackenridge Interns in Teaching (BIT) program is a noteworthy experiment within this reform tradition.

OVERVIEW OF THE BRACKENRIDGE INTERNS IN TEACHING PROGRAM

> A Texas elementary-school teacher gave a reading lesson under her hand-printed sign: "Patient is a virtue." A Salt Lake City English teacher renowned for his excellence quit the classroom to earn twice as much in another job--driving a truck. These cases illustrate two sides of a growing crisis in America's public schools: On the one hand, too many classrooms are burdened with teachers improperly prepared for their work. On the other hand, thousands of competent instructors are being lured from their jobs by more rewarding work elsewhere.
>
> U.S. News and World Report (1983: 37)

Tales abound of teacher education program graduates who are incapable of either performing simple mathematical computations or communicating through the written word. Many believe that only the least motivated and poorly skilled college freshmen enter schools of education. There is public dismay over the dismal performance of students on standardized tests. In short, public education faces a credibility crisis.

Reports, ranging from the Carnegie Foundation's Conditions of Teaching to the National Education Association's Excellence in Our Schools, have chronicled the need for recruiting young persons for the teaching profession and restructuring teacher training programs. Both needs are troublesome. "We cannot adequately prepare the coming generation if the least able students enter the profession," argues Ernest Boyer (1983:172). He also warns that educators cannot expect "to attract the best and brightest into teaching when they have had 12 years of opportunity to observe first hand the daily frustrations and petty humiliations that many teachers must endure" (1983: 161). Once students are recruited, Boyer says, they often must endure weak teacher training programs that not only offer poor subject-area preparation, but do little to ready students to enter the classroom as a teacher.

Given these concerns, a number of alternatives to typical teacher preparation programs have been proposed. B.O. Smith (1980), for example, has outlined a clinical, post-baccalaureate program that would integrate education faculty into the public school. Those university faculty

members who possess a practical understanding of teaching and the ability to relate to public school personnel would be separated from other graduate education faculty. The results, Smith says, would not only be better teachers, but more informed research and enlightened theory.

Others have proposed alternatives to typical certification policies. The Hanover, N.H., school board screens college graduates for academic and personal qualities and, after a probationary period, hires those fitting the board's criteria to be regular teachers. New Jersey's state commissioner of education has proposed granting permanent teaching licenses to selected applicants even if they have never taken a teacher education course. Under the commissioner's plan, which has been endorsed by the governor and the chancellor of higher education, licenses would be issued to individuals who have bachelor's degrees, passing scores on state-administered subject-area tests, and one-year supervised internships in local school districts. The alternative proposed by Boyer (1983) would ensure that all prospective teachers complete a two-year liberal arts curriculum before beginning specific training in education.

Because of Trinity University's interest in these concerns and through the financial support of the George W. Brackenridge Foundation, a unique teacher training demonstration project was implemented in September 1984. This program was designed to be a viable curricular model for teacher training and may suggest curricular strategies that effectively address the problems of recruitment, preparation, and retention of highly qualified people for the teaching profession. Seventeen such people--14 women and three men--are the student participants in Trinity's experimental program: the Brackenridge Interns in Teaching (BIT). It consists of three components: (1) the academic curriculum of Trinity University; (2) a variety of practicum experiences in selected Bexar County public schools; and (3) a comprehensive community education program.

The Trinity academic curriculum features a variety of offerings in arts and letters, the humanities, the behavioral sciences, the natural sciences, and mathematics. Using these resources, academic advisers tailor specific programs of study for each intern. No single-track curriculum is desired, but course combinations are selected that provide interns with a solid base in the liberal arts, as well as in their subject area.

The next component of the program involves the practicum experiences in Bexar County schools, which began during the interns' first year. Each intern will have an opportunity to observe

classes at levels chosen from K-12, and each will be assigned to urban, suburban, and rural schools. These experiences are coordinated by the Brackenridge director and his graduate assistant.

The final curriculum component, community awareness, is designed to enhance the interns' knowledge of the San Antonio community from their first year in the program. Students will be exposed to community problems, work with community members, and interact with community leaders.

After completing the four-year program, interns will teach in selected Bexar County public schools for at least two years. During this apprenticeship, the interns will work closely with Trinity faculty and public school personnel. After successful completion of the apprenticeship, the student's total loan ($26,000) will be forgiven.

OVERVIEW OF THE RESEARCH DESIGN

A recent report prepared under the auspices of the National Institute of Education (Koehler, 1979) advocated teaching and learning research that uses an interdisciplinary approach and that results in a broad, deep description through longitudinal and naturalistic observations. Such an ethnographic approach has been employed extensively in other fields (Cicourel, 1974; Douglas, 1976; Havighurst, 1962; Lynd and Lynd, 1929; Ogbu, 1974; Radin, 1926; Thrasher, 1927) and has been successfully conducted in elementary and secondary schools (Bussis and Chittendom, 1976; Burnett, 1969; Cohen, 1985; Cusick, 1983; Keddie, 1971; Lightfoot, 1983; Mehan, 1979; Rist, 1979; Rosenbaum, 1976; Smith and Geoffrey, 1968; and Willis, 1977). While this approach has been advocated by noted researchers in teacher education (Doyle, 1977; Doyle and Ponder, 1975; Kliebard, 1973; Lortie, 1973; Tabachnick, 1980; Zeichner, 1978), the application of this methodology to the study of teacher training, has been largely ignored (Koehler, 1985). In fact, most of this research has "legitimated, not illuminated the process of teacher education." Popkewitz, Tabachnick, and Zeichner (1978:58) further note, "Research is needed which examines the meanings of university life in order to understand more fully student teacher life in the schools."

The primary emphasis of ethnography is on intersubjective understanding, that is, an understanding from the participants' frames of reference. This methodology emphasizes the collection of materials that provide for a rich, anthropologic description. Field notes, permanent recordings, participant observations, surveys, formal and informal interviews, and unobtrusive measures are some of its tools. Data generated from this ethnographic inquiry are then evaluated within a larger theoretical framework.

This research study is designed to assess longitudinally the impact of the Brackenridge experimental teacher training program. Focus will be centered on the attitudes, expectations, and assumptions of the interns and their parents, professors, administrators, and professional co-workers during the six-year program. The purpose of this study is to independently document the strengths and weaknesses of the program. The data generated from this study can be used for improvement of the Brackenridge program, for better understanding of career maturity, for greater insight into the socialization process of teacher training, and for documentation of an experimental professional program in the training of teachers.

data, or the emergence of other issues.

This study employs a three-phase design using a complementary combination of quantitative and qualitative methods:

1984-86: Pre-Professional Entry. During this first phase of the study, periodic taped interviews will be conducted with the interns, the parents, and Trinity University staff and faculty. In addition, several instruments designed to gauge career interest/maturity and value orientation will also be administered. These instruments will be administered periodically to these two groups during this six-year study.

Interns will be asked to maintain personal journals recording their thoughts and feelings about life as a Brackenridge Intern. Confidentiality will be assured. Non-participant observations will be conducted during several intern seminars.

This information should provide researchers with 1) a tacit understanding of what it is like to be a Brackenridge Intern, 2) a common ground of experience from which to conduct interviews, 3) opportunities for new issues to emerge, and 4) structural collaboration of these data. An exit interview will be conducted with any intern who leaves the program.

1986-88: Professional Training. During Phase II of this study, a randomly selected cohort group (N=17) of Trinity students who have been admitted to the general teacher training program will be administered the tests and questionnaires discussed in Phase I. These students will be interviewed several times. Grounded upon these data, an instrument designed to gauge quantitatively the Trinity education students' perceptions of their general education program will be developed and administered. Small group interviews with a random sample of survey respondents will provide a contextual data base to interpret better the survey findings.

The primary focus of the inquiry, however, will continue to be the Brackenridge Interns. Observations of the interns' practicum experiences, professional coursework, and community awareness activities will be conducted. Individual and small group interviews will occur. The interns will be asked to continue the journals begun during Phase I. Additional interviews will be sought with Trinity faculty members, public school professionals, and community workers involved in intern training.

1988-90: Professional Entry. During Phase III, the interns' first two years of public school teaching will be extensively studied through 1) on-site observations, 2) interviews with a

purposive sample of school administrators, faculty, and students, and 3) administration of one or more survey instruments. The cohort group of education students, selected during Phase II, will undergo a similar study.

The specific objectives of this study are:

1. To generate issues and concerns regarding the process of teaching Does exposure to community agencies, neighborhood schools, and local government contribute to a preservice teacher's realistic assessment of teaching as a career and, ultimately, to job satisfication? Can young people with high ability be attracted, prepared, and retained in the teaching profession? Given high-ability students, a high-quality academic environment, and an intensive professional training program, what type of teachers are produced? What are the curricular, economic, and political implications should this program prove successful?

2. To determine the initial expectations of the participants and the differences, if any, between these expectations and their assessments of the program. For example, data would be available to compare the differences of perceptions over time among interns vis-a-vis their collegiate and pre-professional experiences. These differences might be compared to those attitudes and values that Trinity University and the Brackenridge program seek to foster. These data would determine if professors are accurate in their assessments of what they judge students to be experiencing as a result of the program.

3. To compare the development of interns' career maturity with that of Trinty students who choose teaching as a career in their third year. What is the relationship between career development and the selection of teaching as a career? Are students who express an early interest and commitment to teaching likely to be more satisfied with their jobs or judged to be more effective teachers than their traditional counterparts?

4. To determine the effects and differences, if any, that the Brackenridge program and Trinty's general teacher training program have on preservice teachers. What is the impact of two years of pre-professional experiences? What is the nature and impact of interaction between preservice teachers? How do supervisory evaluations of these two groups (Trinty education and Brackenridge graduates) compare? Such questions have enormous implications for teacher training. For example, assume that data generated by the last question demonstrate that public school supervisor ratings are not appreciably different between these two groups. This may be interpreted that, given the criteria used by public schools to evaluate teacher effectiveness, extended and intensified teacher training will be perceived as ineffectual and unrewarded in the field.

5. To provide BIT administrators and faculty with formative evaluation data that may contribute to the program's success. Systematic analyses of data, documented in preliminary reports, will provide opportunities for Brackenridge administrators and Trinty faculty to assess the program's effectiveness and to make adjustments as deemed necessary. Moreover, participants' reactions to these preliminary reports may suggest other interpretations, the need for additional data or the emergence of otner issues.

QUALITATIVE DATA

INTRODUCTION

This section of the report begins with a brief interpretive statement concerning the qualitative data, gathered during formal interviews with the Brackenridge Interns. The interviews were conducted at the start (fall 1984) and completion (spring 1985) of the first year of the BIT program. Questions for each round of interviews can be found in appendices A and B, respectively.

Interviews were tape recorded and transcribed. Data from these interviews were handled in the following manner: To begin, each response was condensed in an effort to capture its essence in the briefest form possible (e.g., single words or collections of phrases that represented central themes) while maintaining its quality and integrity. This process yielded a collection of staccato responses for every interview question. Next, patterns were sought and responses were aligned in emergent categories. Finally, a summary statement was written to describe these categories; outlying responses were noted when applicable. The original transcripts were referred to throughout this process. Initial condensed responses and summarized findings of interns' fall 1984 interviews are located in Appendix C; similar data pertaining to spring 1985 interviews are included in Appendix D.

INTERNS' PERCEPTIONS OF THE BRACKENRIDGE PROGRAM

Generally, the Brackenridge Interns described their program to the researchers precisely as the program's early public relations releases described it--as a pilot program designed to recruit, train, and retain "quality" teachers. This rather "official" description of the program, the interns said, would also be delivered to their peers in casual conversation. The interns held onto that basic image of the program in both fall and spring interviews. Many interns expressed awareness of the historical significance of the Brackenridge Interns in Teaching program, often referring to themselves as "guinea pigs" who, because of their participation in the program, were "at the forefront of an educational revolution."

There is, however, a slight shift apparent in the spring interviews: The interns were more "reform-oriented" and more prone to proselytize their impressions of education when describing the Brackenridge program. This shift was accompanied by a more personal and specific description of the program; in spring, interns tended to see the BIT as a challenging early start in their profession, a start that many felt was more practical than theoretical in emphasis.

Responses to other questions also indicate this shift. When describing their special activities in the Brackenridge program, almost all interpreted "special activities" to mean their trips to regional and national education conferences, conferences at which the interns' hopeful, enthusiastic commitment to education was vocal and positive. Though there was little actual mention of the seminars, interns clearly saw the program as demanding and time-consuming. Most interns indicated that the seminars and papers were helping them learn about education, themselves, and (to a lesser degree) San Antonio.

Perhaps most important in the interns' perceptions of the program is their feeling that participation in the BIT makes them special. Though this feeling was expressed in both fall and spring interviews, it was more concretely described in spring. Most interns noted the program's high visibility at the local, regional, and national levels. As one intern said, "I like it a lot . . . getting all this attention."

The source of much of this special attention, the interns said, was the BIT staff. John Moore, the program director, was characterized as a bright, caring, indispensable father figure. Jeannine Keairnes, the graduate adviser, was said to be an efficient, caring, approachable "sister . . . the person behind the scenes (who) keeps us all together." Others with a peripheral connection with

the program (Sue Hawkins, Mark Maddox, Thomas Sergiovanni, and George Brackenridge) were mentioned.

While the interns liked feeling special, most were aware of the pressure this attention put on them. When asked what was the worst statement a person could make about the BIT program, interns expressed their fear that others saw their participation in the program as a waste of time despite its benefits. Many worried that others saw their BIT commitment as an abandonment of more worthwhile career goals for the fleeting gratifications (i.e., financial aid and prestige) offered by the program. These "worst statements," the interns felt, were attacks on both the program and them. During the spring interviews, these same worries were expressed. One intern, however, was concerned that the program's uniqueness and elitism would put undue expectations on the interns. These "white knights," then, could not help but fall from their stallions.

While less than one-third of the interns mentioned the BIT when listing their most memorable activities of the year, and while only two (in spring) mentioned the BIT when listing reasons why Trinity was unique, the interns seemed basically pleased with their experiences in the program. Their general perceptions of the program agreed with those expressed by the BIT administrators. The interns, too, were beginning to express more specific, personalized identification with the program and its aims. As one intern noted, "the BIT is the intern group."

INTERNS' PERCEPTIONS OF THE INTERN GROUP

Interns' perceptions of themselves within the group and of the group itself changed between the fall and spring interviews. As would be expected, the interns had a far more detailed perception of the group in spring than they had in fall, and, after comparing themselves to their peers, interns had slightly different visions of what qualities made them unique. Generally, then, the intern group as an entity gained significance to the individual interns over the program's first year.

Most interns saw their high school success in academics and extra-curricular activities as the key to their acceptance into the Brackenridge program; several added that their commitment to teaching or their performance in the selection process (which included writing samples and interviews) might have created a favorable impression. Most interns, then, had similar impressions of what made them attractive to BIT administrators; thus, a common bond existed in the group.

This commonality was also reflected when interns were asked what they would be doing had they not been accepted into the Brackenridge program. All said they would still be in college, and half said they would still be at Trinity; the others would be at some other Texas university. Seven said they would still be education majors; seven felt they would be majoring in some other field; two were not sure. But when speculating on other careers they might have been attracted to, interns listed professions that can be characterized as "helping," or service-oriented, careers (e.g., law, journalism, psychology, nursing). These responses also bespeak a noteworthy degree of commonality among the interns.

When describing a typical intern during the fall, some students saw "different" (i.e., unique, individualistic) as being a common characteristic. Few interns in spring mentioned "different" as a descriptor for a typical intern. "Intelligent," another popular fall response, was seldom mentioned in spring. The descriptors that stood out in both fall and spring interviews related to goal-orientation and personableness. Descriptors such as ambitious, hard working, and active (goal orientation) slightly outnumbered descriptors such as open-minded, sociable, and concerned (personableness). Though these last two categories were prominent in both sets of interviews, they far outnumber the "different" and "intelligent" descriptors in the spring interviews. Thus, their eventual description of a typical intern could be summed up simply: The typical intern is a nice person concerned about the future and careers.

When describing a specific intern--themselves--interns indicated a feeling that their uniqueness

rested more on personal/social qualities than on academic/professional concerns. Both categories were popular in both sets of interviews, but interns saw themselves more as academic equals after a semester in the program; fewer despaired that they were less or more intelligent than their peers. Though many began to recognize differences between themselves and other interns in issues concerning teaching, such as their commitment to the field or the identification of educational problems, more saw themselves as unique because of personal qualities, such as a tendency to be outspoken, or a willingness to work with people. In fact, three interns in the spring interviews felt they were unique because they were able to get along with every member of the intern group.

This aspect of interns' perceptions of themselves and their peers is interesting in light of their descriptions of the intern group. In the fall interviews, interns tended to describe the group with individualized categories, such as goal-orientation or personableness, more than they did by group-centered categories, such as group cohesion. By spring, however, the interns offered an equal number of descriptors in both types of categories.

Not only did the relative popularity of these two categories reflect changes in the interns' perceptions, the nature of the responses within each category also indicated that shifts had occurred. For example, since interns had come to see their uniqueness as arising from "personable" characteristics, their "individualized" descriptors for the group were more "goal-oriented"; the group was less often described with "personable" characteristics because each intern saw those qualities as the key to his or her uniqueness.

Within the group-centered category, two main types of descriptors--labeled as "groupness" and "un-groupness"--were evident. These labels refer to interns' perceptions about the relative cohesion or diversity within the group. In the fall, "un-groupness" responses outnumbered "groupness" responses 4 to 1. But in spring, that margin had changed; "un-groupness" responses led by a 2 to 1 ratio. Clearly, some interns saw the formation of a group identity during the year; others, often referring to the group's disunion, lack of contact, and cliques, lacked a sense of group identity.

While some interns felt the intern group had had no effect on their scholastic or personal lives during the year, others reported changes that they attributed to the program and, to a lesser degree, the intern group. Scholastically, the interns thought the program had challenged them and had demanded a significant amount of energy. The program also taught them a great deal about

education, themselves, and their city.

Many also noted the social effect of the program, saying they had an easier time meeting people as a result of their classes, meetings, and conferences that were a part of the BIT. Finally, the BIT program had broadened the intellectual horizons of most while giving them greater self-confidence as students and potential teachers. Without prompting, one-third of the interns attributed these last changes specifically to the intern group.

Overall, the interns' actual involvement with the program and with their fellow interns greatly affected their perceptions about their career choice and themselves. Although most interns spoke of a lack of cohesion among the group, their use of more collective descriptors in the spring term indicated a growing sense of group identity. Moreover, signs of special interest in each others' commitment to teaching and to the program were evidenced. Two interns, however, questioned whether all of their peers would complete the six-year program.

INTERNS' PERCEPTIONS OF THEIR CAREER CHOICE

Interns strongly identified with their career choice. They felt stronger about that choice after two semesters in the program. Many of these changes can be attributed to the program's curriculum, the trips to regional and national conferences, and the weekly seminars and assignments. Interns were more knowledgeable and more enthusiastic about their field in the spring interviews. The program intensified and, in some cases, created the interns' commitment to their career choice.

Teachers were a primary influence on the interns' career selection. During the interviews, many mentioned teachers who were positive role models in their lives; nine noted that a teacher directly influenced their application to the BIT program. These teachers responded positively to the interns' acceptances into the program. In the spring interviews, only three interns mentioned talking to their former high school teachers about their experiences in the program, but all three of those teachers, the interns said, had positive reactions.

Parents, too, seem to be universally supportive of the BIT program. Though about one-fourth of the interns mentioned in the fall that their parents were skeptical about their career choice, almost all were positive about the opportunities (college scholarship, job security) the program offered their children. By spring, parents were even more positive about the program.

The interns offered a variety of reasons for their attraction to teaching; these responses can be grouped into three categories: first, as "a sense of mission" ("the profession needs good people," or "I have a calling"); second, "working with people" (talking with or influencing students is attractive); and third, "convenience" (summers and holdiays off, school hours allow time for families). In the fall, most of the intern responses were divided equally between the first two categories. In the spring, however, 80 percent of the responses dealt with "a sense of mission"; where fall responses indicated interns' attraction to simply interacting with people, spring responses indicated a much stronger desire to revitalize teaching and reform the profession. Interns saw these tasks as a societal need for which they were uniquely qualified because of their interests, talents, and training.

The interns, when asked, also produced reasons why teaching is considered an unattractive profession. Their primary response was low salary. School problems such as student apathy, drug

use, and lack of discipline were also frequently mentioned. Lastly, several interns felt the public image of teaching relegated the profession to a low-status job; many interns underscored the "petty duties" (i.e., cafeteria duty) performed by teachers. During the spring interviews, the interns spoke in greater depth about these problems.

Interns' impressions of good teaching can be grouped within two categories. Personal characteristics of a good teacher included patience, humanity, creativity, and knowledge. Professional characteristics of a good teacher included the ability to communicate with students (the most popular descriptor), an interest in the subject matter, and a consistency and fairness in dealings with students. Interns apparently were finding good role models in their Trinity classes; many praised the effectiveness of Trinity professors.

Despite this awareness and stated ardor for the teaching profession, not every intern saw himself or herself teaching at age 30. While only one intern, in both fall and spring interviews, said that she definitely would not be teaching at age 30, only two interns, in both sets of interviews, repeated their assertions that they definitely would be teaching at age 30. While the number of interns who were sure they'd be teaching at age 30 jumped from five to nine, and while 12 of the 17 in spring were at least pretty sure about staying in teaching, not everyone was totally convinced of their status as teachers at age 30. Those who were pretty sure about staying in teaching noted their intentions to move up the career ladder, becoming master teachers or department heads. Most planned to pursue graduate-level education and to raise a family.

In the fall interviews, interns were asked to speculate on what careers they might have entered had they not been interested in teaching. Most mentioned influential or service-oriented careers, such as journalism, law, and psychology, the most popular responses; other responses ranged from singing, to medicine, to engineering, to politics. Two interns expressed rather vague career interests.

Vague or wide-ranging career plans were altered by the BIT. After an intense first-year exploration into the teaching profession, the interns deomonstrated had put a considerable amount of thought into their career choice; they were more aware of the teaching/learning process and better read in the foundations of education. They were more aware of the impact of the community and especially the media on the future of schooling. They had a more realistic image of teaching and were more confident that they could be good at it. The interns were anxious to start teaching.

CONCLUDING COMMENTS

Perhaps the most interesting finding is that although the interns were drawn toward service-oriented professions, not all of them wanted to become teachers when they were high school seniors. Certainly the prestige and financial beneifts of the BIT program attracted some of them; however, seldom did the interns mention their financial and time commitments. When they were mentioned, they were generally in relation to the public's perception of the program and them as its beneficiaries.

Unquestionably, the program has aided the interns' affection for and identification with teaching as a career choice. Many interns deliver the case for teaching and educational reform with evangelical zeal. Moreover, the interns paused longer and more often during spring interviews, revealing more thoughtful, detailed, and considered responses.

Finally, the interns generally have strong positive feelings toward the Brackenridge program, its administrators, its participants, and their career choice.

QUANTITATIVE DATA

INTRODUCTION

This section of the report contains summaries and interpretations of the data gathered from the administration, in fall 1984, of four standardized instruments. Individual intern scores on the Self-Directed Search, the Career Maturity Inventory, the Survey of Personal Values, and the Survey of Interpersonal Values can be found in Appendix E. General descriptions of these instruments, including meanings and uses for each scale or subtest, are included in Appendix F.

DATA ANALYSES AND SUMMARIES

Each of the four instruments used--the Self-Directed Search, the Career Maturity Inventory, the Survey of Personal Values, and the Survey of Interpersonal Values--will be discussed individually, with references to pertinent tables.

THE SELF-DIRECTED SEARCH (SDS)

The Self-Directed Search is a vocational counseling tool that, among other information, provides a summary code keyed to a specific occupation. For any particular occupation, a primary code may be obtained. The primary code for "teacher" is SAE; teachers tend to choose activities and occupations and give high self-estimates on talents, traits, and competencies that relate to the Social, Artistic, and Enterprising classifications.

INSERT TABLE 1

As Table 1 demonstrates, all 16 interns who completed the inventory had "S" in their summary code. Thirteen of 16 had "S" as their highest letter in the code, and there was little difference in the highest and middle numerical score in two of the three cases where the middle score was "S." Six interns had all three of the primary code letters for "teacher." Fifteen interns had two of the three primary code letters. The other classifications

TABLE 1
Self-Directed Search Scores
For 16 Brackenridge Interns

Classification	High Score	Middle Score	Low Score	Total Number
S	13	3	0	16
A	1	3	4	8
E	0	7	4	11
C	0	1	6	7
I	2	3	5	10
R	0	0	0	0

that were represented in the interns' codes were "C" and "I."

The SDS also requires respondents to list their "occupational daydreams." These are then coded by the respondent and used as a comparison to the summary code that results from the inventory. Fifteen of the 16 interns who completed this inventory listed "teacher" as among their occupational daydreams.

THE CAREER MATURITY INVENTORY (CMI)

There are many uses for the Career Maturity Inventory. The most common application is to screen those people who are immature in their career decision-making process. When used for this purpose, only the overall score is considered. Those who score at or below the 25th percentile on the norms for 12th grade students are considered as possibly delayed or impaired in their career development. When used in this manner and applied to the BIT program, none of the interns are at risk or immature in their decision making.

On the basis of the relatively high Attitude scores, the interns are decisive but flexible in their career choices. They are aware of what is necessary to make a career choice and are, generally, involved in that process. Nine of the 17 are self-reliant or independent as career decision makers. Only two of 17 are relatively inactive or uninvolved in the career decision-making process.

On the Competence scale, the interns present a group profile

characterized as possessing a high degree of skill in the tasks or processes involved in making a career decision. Only one intern scored below the critical level in three of the five sub-tests: self-appraisal, occupational information, and problem solving. Another three interns scored below the 25th percentile of the norm group on the planning sub-test.

THE SURVEY OF PERSONAL VALUES (SPV)

The six SPV scales were used as a means of identifying the value patterns of the interns as a group. The interns' raw scores were converted to percentile scores by reference to the appropriate sex norm group of the college student population. Mean raw scores for each scale were also compared to mean raw scores of male, female, and general samples of high school teachers, as well as to college females.

INSERT TABLE 2

As Table 2 indicates, based on female college student norm group percentile scores, the interns value high achievement. As Table 2 shows, eight of 17 are above the 70th percentile, while only one is below the 31st percentile (30th); the remaining eight interns are considered to be in the average range (32nd to 69th) on the Achievement scale. The results are nearly the same for the Goal Orientation scale; seven interns are at or

TABLE 2
Survey of Personal Values Scores
And Rank Order for 17 Brackenridge Interns

Interns			Female College Students	
Scale	Mean Raw Score	Rank Orders	Scale	Mean Raw Score
G*	20.7	1	G*	18.3
A*	18.9	2	A*	16.3
D	15.8	3	D	15.1
O	14.1	4	V**	14.8
P	11.5	5	O	13.7
V**	8.4	6	P	11.7

*-Significant at the .05 level
**-Significant at the .01 level

above the 70th percentile, only one is below the 31st percentile (29th), and the remaining eight are in the average range. The interns also place high value on Decisiveness; seven scored in the high range (above the 70th percentile), while six were in the average range and only four were in the low range (below 31st). Of the bottom four Decisiveness scores, only one fell in the very low range (1st to 7th percentiles). The interns' value of Orderliness was more mixed, with seven in the high range, six in the low range, and four in the middle. One scale, Variety, is of interest because of the low value interns attached to it; only one intern scored in the high range while 12 scored in the low range.

Significant differences on three of these scales were noted based on the computation of t-tests that compared the interns' mean raw scores with female college students' scores. While both the interns and the comparison group placed Goal Orientation and Achievement first and second in rank order, respectively, the interns' mean scores were significantly higher ($p < .05$). The group mean difference on the Variety scale was significant at the .01 level.

INSERT TABLE 3

THE SURVEY OF INTERPERSONAL VALUES (SIV)

The six SIV scales were designed to reflect the values that respondents

TABLE 3
Comparison of Survey of Personal Values Scores
Between Brackenridge Interns and the College Norm

Value	#	Median	SD	x	# of Interns With Scores Above or Below ≥70%	≤30%
Achievement	2	17.75	4.4	18.9	8	3
Goal orientation	1	19.95	4.2	20.7	7	1
Practical mindedness	5	11.75	3.8	11.5	3	5
Orderliness	4	16.00	6.9	14.1	7	6
Decisiveness	3	16.75	5.6	15.8	7	4
Variety	6	6.00	7.1	8.4	1	12

attached to relationships with other people. As indicated in Table 4, when rank-ordered mean raw scores were compared to those of female college students, there were one-position shifts in ranks. The shifts occur between Independence and Support, and between Conformity and Leadership. The computation of t-tests on the mean score differences between the intern and the female college student norms revealed significant differences ($p < .05$) on the Support and Leadership scales.

The interns value Support less than the sample of female college students, but they value Leadership more than did the comparison group. In addition, while no rank-order position difference exists between the two groups on the Benevolence scale, it should be noted that the interns placed a significantly higher value (.05 difference) on this scale than did the norm group.

INSERT TABLE 4

Based on the female college student norm group percentile scores, the interns may be characterized as valuing benevolence and leadership. As Table 5 shows, seven of the 17 are above the 70th percentile on the Benevolence scale, while five are below the 31st percentile. On the Leadership scale, eight of the 17 interns are at or above the 70th percentile, while six are below the 31st percentile. On the other hand, the

TABLE 4
Survey of Interpersonal Values Scores
And Rank Order for 17 Brackenridge Interns

Interns			Female College Students	
Scale	Mean Raw Score	Rank Order	Scale	Mean Raw Score
B*	21.5	1	B*	18.1
I	15.4	2	S*	18.1
S*	14.8	3	I	16.3
L*	14.7	4	C	14.2
C	12.5	5	L*	11.5
R	11.3	6	R	11.8

*-Significant at the .05 level

interns may be characterized as attaching relatively less value to support and recognition. Eleven of 17 scored below the 31st percentile on Support, and only two interns were at or above the 70th percentile on that scale. Recognition was valued little by eight of 17 interns, while four indicated that they highly valued recognition.

INSERT TABLE 5

TABLE 5
Comparison of Survey of Interpersonal Values Scores
Between Brackenridge Interns and the College Norm

Value	#	Median	SD	x	# of Interns With Scores Above or Below ≥70%	≤30%
Leadership	2	16.00	6.2	14.7	8	6
Benevolence	1	22.00	5.1	21.5	7	5
Interdependence	3	14.75	5.0	15.4	4	5
Conformity	4	12.75	5.6	12.5	2	5
Recognition	5	9.75	5.0	11.3	4	8
Support	6	14.3	5.0	11.8	2	11

THE BRACKENRIDGE INTERNS: AN INTERPRETIVE ESSAY

Given the public status of teaching and the lucrative careers that talented young people may choose from today, teacher educators have been faced with a simple question: How might we attract some of the best and brightest to teaching? One, perhaps obvious, answer would be to provide students with the financial means to attend a prestigious and demanding academic institution; to establish a highly publicized and selective screening process; to kindle the youthful spirits of reform and renewal; and to entrust program leadership to a charismatic and caring person. While noted authorities and commissions have suggested these answers, no institution has been able to translate them into a viable curriculum. Implementation, not surprisingly, has proven more difficult than prescription.

The Trinity University Department of Education has chosen to embark on this difficult task. Fourteen women and three men were chosen from scores of intelligent and highly motivated San Antonio high school seniors to participate in the Brackenridge Interns in Teaching program. These 17 interns should complete Trinity's four-year liberal arts curriculum, participate in the experimental teacher training program, and teach, under the supervision of Trinity faculty, for two years in a local public school.

In this section of the report, the first-year experiences of these 17 interns are communicated through literary ethnography. This approach, combining techniques from literature and qualitative research, embroiders experiences described by the participants on an interpretive fabric provided by the observer, who weaves this tapestry of human experience in a manner that is both representative of the participants' worldviews and rooted in the observer's critical analysis. A sound piece of literary ethnography can be read on several different levels, depending on the needs and interests of the reader.

THE FIRST YEAR:
DECISIONS, TRANSITIONS, AND VISIONS

DECISIONS: COMMITMENTS AND CHOICES

> It was at supper that I told my dad of my intention to apply for the Brackenridge Intern program. He was chewing his food. He stopped and looked at me and he said, "Peter, are you feeling all right?"[1]

> I went back to my junior high school and talked to my English teacher. I told her that I was considering going into teaching. She said, "You don't want to go into teaching. You deserve better." I said, "Well, you're a teacher." "Yes. I know," she replied. "But you're young. You need to go out into the world and try a more prestigious job."

Among the interns are several in Who's Who Among American High School Students; a National Merit scholarship finalist; a class valedictorian; more than a few National Honor Society members; regional and national award winners in areas ranging from Spanish and history to drill team and choir. "Intelligent," "high-achieving," "energetic," and "goal-oriented" are adjectives that many people, including the interns themselves, frequently use to describe these 17 young adults.

Beneath this veneer of sameness, though, are 17 unique personalities, 17 diverse voices, 17 different faces. "All of us are so different," an intern stated in her high-pitched, enthusiastic voice. "They (the interns) are so diverse, and their interests are so different." She paused to reflect. "But whatever their interests are, they are really interested in (the program). They are committed." Barely four weeks into the beginning of the first year, another intern spoke about her impressions of this group of 17:

> There's such a mixture just in those 17 people. Some of them are quiet; some of them are really loud. Some of them are concentrated in one area; others are undecided. Almost all of them are nice and really friendly. They're all smart, though some of them claim that they're not as smart in certain areas. We're all concerned about education.

There are rabble-rousers, partiers, and bookworms. Five plan to teach at the elementary level; four are pursuing degrees in technical fields such as biology and mathematics; three have at least one parent who is a teacher; one has a young child; and three are men.

During the spring of their senior year, all but four of these "best and the brightest" had seriously considered non-teaching careers such as law, nursing, psychology, and engineering. Then came the Brackenridge Interns in Teaching program, which bragged of an exciting and prestigious

scholarship to attract high-ability people into teaching; a challenging and demanding experimental program at a small, well-respected liberal arts college; and a desire to produce a new breed of teacher that would restore the status of a maligned profession. Professor John Culbertson, the program's originator and director, actively recruited these students into education."We simply have not spent much time thinking about recruitment," Culbertson said. "We recruit halfbacks. We recruit oboe players. But we don't recruit teachers. We sit back in our colleges and universities and wait for them to appear."

Culbertson personally telephoned each principal of San Antonio's 35 area high schools and asked if they would help with the recruitment process. He also organized a ceremony at which the president of Trinity University announced the program; each area school was invited to have three representatives--the principal, a counselor, and a teacher--in attendance. These representatives were given Brackenridge nomination and application information at the ceremony.

One hundred high school seniors responded to the initial call for applicants; sixty made it through the first round of screenings. Although the program was originally funded for only 10 interns, "I had 17 people I could not say 'no' to," Culbertson said. Seven interns were added to the first 10 selected when additional funding, donated by a private foundation, became available. Most of the final select17 were influenced to apply for the program by a good teacher, according to Culbertson, but "some of them are here because I recruited them. One person who was nominated by a teacher . . . said she was going elsewhere to school. I twisted her arm a little bit. She's one of the best interns here." Another intern recalled Culbertson's recruitment techniques, saying:

> He grabbed us and pulled us into education and said, "Give it a chance. See if you like it. If not, no big deal. Stay in it for a couple of years and get out of it."

The selection process was competitive; all students who were finally chosen for the program have SAT scores better than 1000, but Culbertson required much more from the program's participants. "You've got to look for tenacity, commitment. Some bright kids don't do well in college. They don't have the bottom, like they say with horses, to see it through." To ascertain whether applicants offered the desired set of qualities, two additional interviews were held with each potential intern. "In the final interview, the parents came and we really talked turkey," Culbertson said. "I just absolutely challenged each of them. 'This is a six-year commitment. If

you're not ready to do it, then you better say so right now.' Some of the parents would look at their children. On two or three occasions, I left them to talk it out."

As spring surrendered into summer and a thousand or so San Antonio seniors ceremoniously completed their high school careers, these select 17 took the stage at an induction ceremony marking the beginning of their careers as Brackenridge Interns. The scholarships were announced at a program meant to recognize San Antonio's two most outstanding teachers; the interns, surrounded by university officials, Brackenridge Foundation trustees, parents, friends, and media representatives, were acknowledged alongside the honored teachers and introduced as "a future generation of outstanding teachers." One intern recalled the moment, saying "that's what really made me think, 'Wow! It really is an honor.'" Another noted that "I remember feeling a sense of pride. We were chosen for some special ability that we have."

These 17 young people were united that day. They made a public commitment to Dr. Culbertson, the foundation, their parents, and themselves. Though few recognized it at the time, they had also entered into a contract among themselves. Why was this commitment made?

With the exception of one intern, parents served but an advisory role. The decision to enter teaching, to undertake the significant financial obligations, and to commit themselves to the program (and, equally important, to Dr. Culbertson) was a choice for which each intern assumed final responsibility.

> My mother didn't help me on this. Sure, she was an influence, but she didn't help me with this decision. I did this on my own.
>
> I made the decision. My mom and I got into a few arguments. But it was what I wanted to do with my life. I was going to be living it, and I will have to deal with it.
>
> That was my decision. I decided to do it.

While most interns had spoken with their parents, friends, or high school teachers about teaching as a career and the Brackenridge program as a vehicle for entering that career, the decision to become a teacher was theirs alone.

Not suprisingly, most of the interns' parents, prior to their children's decisions, questioned the certainty of their career choice as well as their ability to complete the program.

> My dad really challenged me. "Can you really do this? Is this what you really want to do? You're going to let it ride for six years. You know? We're not going to pay back the money if you decide to drop the program."

Recalling a conversation with her mother, another intern said:

> My mom says, "You better want to teach real bad." She knows I want to teach real bad. But my mom continues, "You better not fall in love and marry someone." I tell her that's doubtful. She says "You better be careful and not change your mind because that would be real easy to do." I tell her not to worry.

Some interns reported encountering parental apathy ("I explained the program to my parents before I applied. I don't think they really paid attention to what I was saying.") or skepticism ("My parents didn't view teaching as the best thing to get into at this time.") These parental concerns and doubts, though, would soon disappear.

The commitment to teach and to complete the program was tested by more than the inters' parents; Dr. Culbertson and others questioned this aspect during the selection process interviews. Many interns were prepared for the intensive questioning. One intern recalled:

> I got really excited as I read aout the Texas legislation in the paper every day. When I went into my interview, I asked Dr. Culbertson questions to show that I was really interested. I tried to talk about education and about Perot (Texas Chairman of the educational reform task force).

From another intern's perspective, the interview was an opportunity for Dr. Culbertson to see how well she could "handle herself."

> A lot of people who tried at my school were intelligent. They worked hard in school, and they'd go home and study all night. But they couldn't handle themselves. There's going to be a lot of attention paid to the Brackenridge Interns, and if they can't handle that, they were pretty much scratched out in the interview.

Those who weren't "scratched" from the final 17 had similiar reactions to their appointments as Brackenridge Interns in Teaching. One intern's experience expresses the tenor of the interns' responses:

> I hung up the phone and I was screaming. My brothers knew exactly why I started screaming. They were screaming too. They started jumping up and down. My neighbors came over. They thought that I'd been attacked or something. I immediately called my grandparents; they screamed. Then my dad and my grandparents came home. My grandmother was crying. My dad got tears in his eyes. He just hugged me. He immediately called all his relatives long distance. I was walking on clouds, walking on air all day for a week. The announced it at our school over the intercom. It was the school paper.

The selection process, then, was relatively simple. The decision-making process, however, was certainly more complex. During extended conversations with each intern at the beginning of the school year, it became clear that only a few had similiar motivations for choosing teaching as a career' fewer had equal commitments to the profession.

INSERT TABLE 6

At entry level (Table 6), eight interns[2] had seriously considered teaching as a career prior to the Brackenridge Interns expressed a long-term interest in teaching. These students, the "traditionalists," are those typically drawn to teacher education programs. Had the Brackenridge program not existed, these students would have pursued a degree in degree in education at Trinity or at another Texas college or university. A typical comment from an intern in this category: "The need to teach is inside me. It has always been there for as long as I can remember." Asked what they would be doing at age 30, these iterns responded by talking about the joys of classroom teaching, their hopes of raising a family and becoming "settled." These interns are the critical mass within the intern group.

The second largest sub-group are those students for which the program was expressly targeted. These four students had never

TABLE 6
INTERN CAREER ORIENTATION
AT ENTRY POINT (FALL, 1984)

		Seriously Considered Teaching as a Career Option prior to B.I.T.	
		NO	YES
Explicit Long-term Commitment to Teaching	STRONG	L P B (Converts)	F H N A M C O E (Traditionalists)
	WEAK	(Mavericks) G Q K I	(Reservationalists) D

considered teaching as a career and, at the time they entered the program, had rather weak commitments to teaching in the schools for any length of time. These students, the "mavericks," will be program's sorest test of retention. A typical comment from an intern in this category: "I had not considered teaching a prime option. Even though I'm going to be a teacher for two years, it'll give me a good basis so that I can go into college and get a higher degree. I won't forget where I came from."

Three other interns, like the "mavericks," had not considered teaching a legitimate career choice prior to the Brackenridge program. Unlike the "mavericks," however, the "converts" expressed a long-term commitment to classroom teaching during entry interviews.

> I had never looked into being a teacher. I didn't really know what I wanted to do. I had to sit down and take a good look at myself. I decided to apply and see what happened. From that first time it hit me, "You could be a teacher. You've got the talent and you've got abilities, and you ought to do it. "I thought," I don't want to be a teacher. Again, I thougnt, "I can be a teacher." The more I read, the more I wanted to be a teacher . . . I prayed about it and and said, "God, if you want me to be a teacher, then you will get me into this program."

For the "Coverts," the Brackenridge program was a catalyst for examining their career choices. After examining their interests and the opportunities the program provided, these interns chose teaching.

Together, these two groups--the "mavericks" and the "converts"--demonstrate the effectiveness of this program in recruiting talented youth who probably would have pursued other careers. The last category, however, may be the program's fiercest challenge. The intern within this category, the "reservationists," had examined teaching as a career

prior to the Brackenridge opportunity and remains uncertain about the wisdom of the career choice.

> I wanted to be a teacher before I heard about the program, but I wasn't sure. It's hard when you're growing up and your parents and your teachers and everyone tells you, "Oh, you're so smart you can do anything you want to do." I have so many choices. What do I choose? I never really decided. I just couldn't decide. I knew I wanted to be somewhere. I picked teaching because I wanted to be somewhere. I could influence other people, influence their lives . . . I hope I'm not disappointed after I become a teacher and nobody wants to listen to me.

The degree to which these orientations change or become more firmly rooted greatly depends on the professional experiences of these 17 interns. As they entered the first year, one intern raised an issue that few openly discussed:

> I wonder. Why are some of the other interns really in this program? Do they really want to go into teaching? I wanted to go into teaching as a career instead of just being able to get the Brackenridge and become a teacher.

TRANSITIONS: EXPERIENCES AND EXPECTATIONS

> I had to stay calm when he called. But I was shaking. I was just thinking, "I've made a commitment now." But I have to do my best. I always do my best, but there are gonna be a lot of expectations.
>
> I don't know if people really understand the Brackenridge Intern program. They have to see the inner workings--the 17 of us. They have to get an inside view.

Fall semester 1984: The 17 Brackenridge Interns took their first journeys up Trinity Hill, overlooking the sprawling city of San Antonio, as official "citizens" of the university. Some had not considered attending Trinity; only a few were confident of coming as a part of the Brackenridge program. One intern recalled his initial excitement:

> On the first day that I was on campus, I felt a real spirit of adventure. As I was introducing myself and as I was mentioning various aspects about myself, I began to say, "I am a Brackenridge Intern." Suddenly, I became very proud.

During the first year of the program, the 17 were challenged intellectually and personally. They were routinely exposed to others who were regarded as the "best" in their schools. This was a year of discovery: discovering that college demands more effort than high school for students to compete successfully; discovering that it's hard to maintain a label of being "the best"; discovering what it means to be a Brackenridge Intern; discovering the self. "The first semester," one intern noted, "was like jumping into cold water."

In addition to each semester's general education courses required for Trinity freshmen, the interns also took an education seminar that allowed them to meet informally for an hour each week. Culbertson felt the seminar was a key ingredient in the interns' first-year experience.

> It is a way to keep them together . . . They get to know each other. They begin to rely on each other. This is going to be the glue that holds them together, particularly after they get out of general education.

Culbertson led the seminar by probing, prompting, and praising the group of 17 that gathered before him around a long, wooden table. One intern described the sessions, saying:

> As I sit in our Monday seminar, I see a group of people around the table that want to say something. Yet I still don't know enough to say. I've got a lot to learn. We've all got something to say, but it has taken Dr. Culbertson to challenge us. He'll say, "Okay, let's talk teaching." he expects us to already know some things about teaching. So we start

> throwing in the pot. We start sorting out good teaching, the education field, what's wrong with it, why is that wrong with it.

The early sessions focused on criticism of public schooling and current reform efforts. The interns read, reported, and discussed every major publication on educational reform: The Paidea Proposal, A Nation at Risk, Horace's Compromise, A Place Called School, and so forth. Each wrote an essay discussing an educational concern and possible strategies for reform. As the semester progressed, speakers addressed the class on issues ranging from Texas House Bill 72 to the qualities of a good teacher. The interns were asked to think, reflect, and debate on these issues.

> I argued this week with several interns on what a good teacher is exactly: brains or communication. I believe communication. If someone has good teaching skills, then surely he can convey at least most of the important information, especially with the aid of textbooks. One must be competent, but must he be a genius?

Toward the semester's end, seminar sessions were eclipsed by visits to selected schools. At each school, interns listened as community leaders and local educators discussed career ladders, curriculum revision, and teacher evaluation. At the semester's end, each intern presented a paper for comment and criticism. During the last seminar meeting, Culbertson asked the interns if they thought they could hold their own with anybody in the community in discussing educational reform; the interns replied with a unanimous voice, "Yes! We know the issues."

Sitting behind his bowl of jellybeans, Culbertson reflected on that first semester. In his Texas drawl, he concluded that "I think it's in their blood."

The second semester seminar focused on community issues and reform efforts. Interns read about and analyzed San Antonio's diverse communities and the schools that serve them. Midway into the semester, the interns journeyed into the city, amassing data about a specific community and a specific school. For some, these visits were "a rude awakening . . . I never thought it was going to be easy, but I didn't think it was going to be like this." For others, the visits confirmed their initial feelings about teaching.

> I have read, heard, written, talked about and seen the good and the bad in education. But I never really was a part of it, not until I made myself a part by sitting in the class with Mrs. Brown and her students. I felt what they felt. Then and there I decided it was for me.

After the semester time devoted to these school/community visits was completed, the seminar sessions were given over to discussions about quality and equality, about providing the best,

fairest, and most just education for all. These provocative and sometimes heated discussions revealed the implications of the interns' findings and their recommendations for reform. An intern described this process, saying:

> Seventeen distinct personalities came together for the seminar. I did not expect everyone to get along, but I would have thought that all would respect each other and make a conscious effort to do so. I have seen many of them clash, yet I can never get used to it.

The seminars, of course, were only one segment of the professional educational experiences provided by the BIT program. Another significant aspect of the interns' first-year experiences was their entry into the public domain. They discussed current issues with such prominent public figures as Mayor Henry Cisneros, Carnegie Foundation President Ernest Boyer, and Texas Board of Education Member Gen. Vincent McBride. Most interns spoke publicly at conferences and public forums ranging from the Texas State Teachers' Association in Fort Worth and the American Association of Colleges of Teacher Education in Denver to radio talk shows and a Phi Delta Kappa meeting. In Fort Worth, 500 educators crowded into a hotel ballroom to listen to three teenagers discuss the importance of teaching. The impact upon these three was enormous.

> I have a future stake in what I say. I have never been more proud to be an education major. We took the stage. All I remember after my speech was the earth-shattering applause. The feeling of satisfaction was overwhelming.

The impact upon the audience was also noted.

> Many people came up to us after our speech and congratulated us on our "fine presentation." They were proud we were joining the field of education. One woman said we gave her confidence. She was glad to know that people like us will be entering the field while she's retiring.

One student later reflected on her role within the educational profession as a Brackenridge Intern.

> We have something important to say. Educators need to be aware of the importance of their job and the impact they have on possible future teachers. I'm learning to be aware and play an active role in the educational society.

These public testaments of professional commitment significantly affected every intern who participated. After each public appearance, interns returned to Trinity more excited and committed to teaching. "Speaking here has really opened up some doors for me," an intern said. "I'm really excited that I am going to teach. Dr. Culbertson was definitely proud."

A third significant component of the interns' first year was their relationship to Culbertson, the

program director. In addition to directing the program and conducting the weekly seminars, Culbertson served as academic adviser for many of the interns. Supportive, demanding, and imaginative, Culbertson is "our father here in school. He's in charge of everything; he knows everything." Most comments echoed this sentiment, further describing him as "caring, compassionate, friendly, and accessible, he wants to make sure that all our problems are cleared up." Culbertson, aware of this appeal, cultivated the fatherly relationship with the interns.

> To a great degree they see me as the centerpiece. The class has helped that. I know them really well. I advise 10 of them. I see them in class. They come by a lot. They know they're welcome.

Perhaps more than anything else, Culbertson, an activist and visionary, served as the interns' professional role model; the interns observed firsthand the role of a leader in public education. They saw Culbertson as an icon, one who acts upon his convictions, cultivates personal relationships with those holding power, exudes the confidence to influence important decision makers, bypasses bureaucratic constraints, and translates ideas into reality. While Trinity's academic climate was preparing the interns intellectually and while the educational component was preparing them professionally, Culbertson was preparing them for their ministerial mission in public education. "No matter what we do," one intern observed, "he's always pushing us and pushing for us."

There were, of course, costs to such a relationship; "I'm afraid if I don't do well in a class then I am failing to live up to some expectations. I start feeling overwhelmed and frustrated with myself." The fear of failing the program and Culbertson was real to the interns. "Dr. Culbertson seems to expect so much out of us. I would hate to disappoint him." Another intern asked, "What if we don't live up to his expectations or I decide I would rather pursue another career? Is the Brackenridge Internship stripped from our chests?" With fears like these, it is easy to understand the ambivalent feelings and questions that most interns expressed at one time or another: "Can I make it through the semester?" "Is it a waste of time?" "Could I be just as good of a teacher without going through this program?" "Will it all end after the sixth year?"

Such pressures intensified the interns' need for groupness during the year, as "we're all in this together" became a rallying cry in times of stress. One intern underscored this phenomenon, saying:

> I have one little edge over everybody else. I have a group of people that I know that we all have something in common, whereas other freshmen are just coming in by themselves. I'm coming in with other people that have the same interests I do.

Another intern's advice to a depressed peer was especially noteworthy.

> Just think, "Hey! I'm only human. I'm going to have trouble in some classes." Just keep working, and if you can honestly say "I've done everything I can to do well," then it's okay. You shouldn't worry about letting the program down.

The importance of the group, for most interns, grew in intensity during the year. "Without the group, I'd just be another student out there," noted one intern. "I feel accepted. I made my place here. I feel comfortable. There are people who I will talk to for the next 20 years." Another intern

felt that "we're all friends . . . A lot of us are really close friends. We see each other all the time."

But not all interns grew convinced of the group's camaraderie; three interns, in fact, felt they were unique because they got along with everyone in the group. And of course, groups within the group formed, causing some to despair over the disunity among the interns. For many, however, the support group became more significant as the first year developed.

> I told another intern that I did not label myself as an intern. Later, though, after thinking about it awhile, I realized the intern program does have more of an effect on me than I credited. Not only am I under a loan-scholarship that might make me think twice about changing my major, but I realize I have something good. The help of others in the program is vital to my success here. I would really be struggling without them.

The interns and their parents were treated to a picnic as the first year of the Brackenridge program hastened to its conclusion. One intern, comparing what she observed at this spring picnic to pictures of the formal induction ceremony of a year ago, noticed some differences. "We were all in dresses and standing up straight . . . Today we're all in shirts, and we're hanging on each other saying, 'Yeah! Pictures. School's out!'"

The first year of the Brackenridge Interns in Teaching program was over, and some notable changes were evident in interns' commitments to teaching.

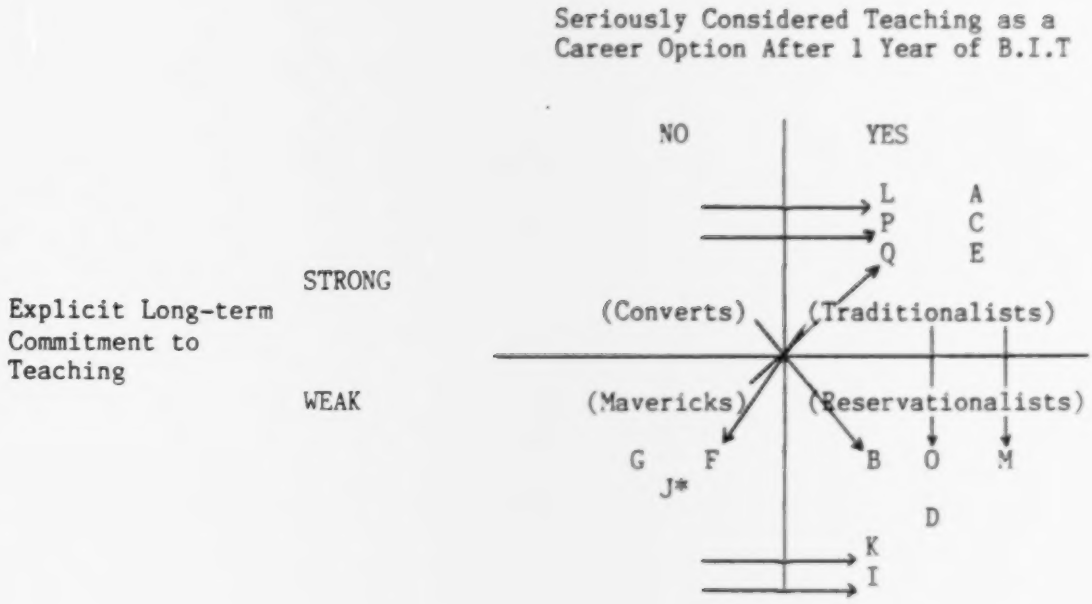
INSERT TABLE 7

The combined effects of their experiences with the BIT, the public-at-large, and John Culbertson can bee seen in the interns' reflections on their career choice (Table 7). After one year in the program, all but one of those interns who had not seen teaching as a serious long-term commitment (the "converts" and "mavericks") had changed their minds. Each "convert" now saw teaching as a viable career, explaining that the Brackenridge experience had allowed them to realize the complexity and

challenges of the occupation. As one described it, "I'm more on the inside now."

The "mavericks" moved, too. Two maintained some reservations about how the public will

TABLE 7
INTERN CAREER ORIENTATION
AT THE END OF YEAR ONE
(SPRING, 1985)



*No Fall, 1984 data available

view them as teachers, but were more ready to defend their future careers. The third member of this group actually shifted perceptions radically, claiming "I have a calling to (teach)." The extend and direction of these moments--at least after the first year--suggest that academically talented school students who had not seriously considered a teaching career as a long-term commitment can be recruited and attracted to becoming classroom teachers.

Several interns who had embraced teaching as a long-term career choice as high school seniors ("traditionalists") showed movement away from this quadrant. Following two semesters of contact with multiple schools and teachers, one former "traditionalist" now harbored serious doubts about teaching. Her positive high school student experiences contrasted sharply with what she had seen as a teacher-in-training. "I now know there are San Antonio schools I would <u>not</u> like to teach in," she exclaimed at year's end.

Level of long-term commitment appeared to slip with two other interns who described themselves during exit interviews more as "reservationists" than traditionalists." These interns still saw teaching as a worthwhile career, but their Brackenridge exposure had led them to feel that it is "more difficult" and "more serious" (i.e., much work involved) than they had imagined.

Some interns doubted not only their commitments to the program, but also the commitments of their peers.

> I've thought about whether all of the interns would make it through the six years. Some seem to be only in it to gain some personal glory. They don't see the real needs of these kids. There's something about some of these

> people that doesn't relate to being a teacher. I don't know why they've gotten into it. I have yet to understand their reasons for it.
>
> I enjoy entertaining the thought of my future. Yet I have some deep-seated doubts that I made the right decision. I presume it will be overcome with time. I am afraid of the feeling. I think of myself as some kind of subversive waiting to be discovered.

Despite these doubts, voiced, or unvoiced, every intern chose to continue as the program entered its second year.

Year one, then, ended with more interns (eight) expressing "traditionalist," or strong commitment, career orientations than any other. There was significant growth in the "reservationist" group, which contains interns who believe teaching is a good career choice yet aren't sure they can make a strong, long-term commitment to it. There are no longer any "coverts"--interns who had never considered any sort of commitment to becoming or remaining teacher--and fewer "mavericks."[2] If indeed programs in the "reservationist" group represent the program's fiercest challenge, vis-a-vis retention of high ability inductees as teachers, than that challenge grows as the second year begins.

VISIONS

I can see a new world arising
Underneath the blazing sky
I'll be where the eagle's flying
Higher and Higher

Gonna be a (wo)man in motion
All I need is a pair of wheels
Take me where the future's lying
St. Elmo's Fire

I can climb the highest mountain
Cross the widest sea
I can feel St. Elmo's Fire
Burining in me

David Foster and John Parr, "Man in Motion"

> We're locked together to make an effort to be an example of what education should be and what you are supposed to get out of education.
>
> I will be the hare in the fable, except I don't intend to lose. The hare didn't intend to lose either, but since I have him as an example, I will make my plans accordingly. I will win the race.

Few education students in any program in the United States have had opportunities to meet with and talk to prominent public figures or to publicly address people who only a year before had been their teachers or administrators. Not surprisingly, voices within this group of 17 who had such opportunities exuded self-confidence and optimism.

> It's neat that we get a chance to talk to the mayor, to talk to people in the community. We get to tell them what we're doing, what our goals are.

As they became more excited about teaching, the interns also became more self-assured and sophisticated about education.

> I was talking with Dennis (a local high school principal) the other day about the problem of staff morale. We may visit his school soon to talk to his teachers.

Most have become accustomed to frankly discussing educational problems with school superintendents and to freely speaking with prominent public figures. Interns are used to telephone interviews with

journalists; reading their names in print is somewhat commonplace for these 17. One intern noted that "my friends are floored. They are in awe of me." Most, but not all, interns have learned to take such attention in stride.

> As this program starts spreading all over the country, they're not going to get as much attention as ours did. I like it a lot--getting all this attention.

The prestige of the internship and the bright lights of public attention have become the norm; the interns expect these trappings of the program. What happens when these students complete the internship and the novelty of this type of program has gone? What happens when the cheering ballroom audiences of 500 are traded for classes of 25 anxious sophomores itching with spring fever? What happens when reform fires burn low?

Some of the interns' visions go beyond the classroom.

> I think I'll move out of teaching . . . There's got to be some way for me to move up a little bit . . . somewhere I can be more influential than just in the classroom.

Whatever their long-term choices, members of this group of 17 are optimistic about their individual futures as well as their collective social impact. For them, the Brackenridge program will produce a group of "super teachers" who are competent, dedicated, skilled, caring, and enthusiastic . . . the "pacesetters for the new generation of teachers." Many interns also see themselves "at the forefront of an educational revolution, finding cures for the fatal ailments that plague the teaching profession." The voices below describe themselves as potential saviors of a disspirited profession:

> Even though there is a bad attitude in and towards the teaching profession, we still are going to teach. Even though everyone is down on education, we have faith in the profession.

> I know we will have a strong impact all over the United States. It is my hope that we will have a major part in making teaching the career for eternity and for recruiting more people of high ability.

The intern as proselytizer is another role commonly assumed by these 17.

> Nowadays kids don't want to be teachers if they're high achievers. They think of teaching as kind of a lower field. I try to convince them that it is a high calling.

During conversations with these interns, some took special pride in actively recruiting other high-ability youngsters to the teaching profession.

Meanwhile, the outstretched hand of Professor Culbertson can be seen moving from behind the scenes.

> They know they are pacesetters in certain ways. They know there is a terrible problem in the recruitment of high-ability people. All of them can look back and see they can be helpful.

As he talked about the program and the interns, Culbertson uttered certain words and phrases that the interns themselves had used in describing their visions: catalyst, pacesetters, educational revolution, first class. He balks at an absolute definition of what would make the Brackenridge program successful. Staring out through his office's large plate-glass windows that overlook the San Antonio skyline, he acknowledges that the problem is more complex than a simple mathematical analysis of the number of interns completing the program or the number who teach longer than two years.

> If this demonstration project zips along and ends six years from now, and 17 people are teaching for two years and that's that, then we're back to business as usual. If nobody has picked up on it, if nobody gives a good damn whether we have high-ability people or not, then it's failure.

To what degree will the interns' visions of themselves, their program, and their director be fulfilled? Is it reasonable to expect those who fought on the frontlines of an educational revolution to trade their swords for chalk? What will happen to these self-described "guinea pigs" during their second year as they enter the classroom and attend education courses with "regular" students? To what degree will their commitments to teaching be affected by advanced study and other professional responsibilities?

In fall 1985, this group of 17 began its second year of the Brackenridge program. Their journey is continuing.

ENDNOTES

1. Except for minor stylistic changes, all quotations--unless otherwise noted--are direct quotes from Brackenridge Interns. Pseudonyms are used throughout this essay.

2. No entry interview data was available for intern "J"; this intern was not placed in Table 6, but exit interviews and quantitative data suggest this intern be placed in the "maverick" category after one year in the BIT program.

SUMMARY OF FINDINGS
THE BRACKENRIDGE INTERNS: THE FIRST YEAR

1. The active recruitment of high school seniors for an accelerated teacher preparation program attracted a large number of qualified applicants, more than progam administrators had expected.
2. The interns were capable of making career decisions that required substantive commitment. They appear to value the qualities for which they were selected and that are associated with effective teachers in the schools.
3. The development of a support network for the interns and the high visibility and status of the program were critical.
4. The interns judged the weekly study of issues, principles, and policies related to the teaching profession as important and valuable. Their direct involvement with teachers and students in elementary and secondary schools was also positively evaluated.
5. The interns credited the director, whom they characterized as a "doer" and a "thinker," with the effectiveness of the program. They also attributed much of their excitement about teaching to this person.
6. The "mentor" role was integral to the program's success. As a "behind the scenes" person, the mentor's responibilities ranged from participating in curriculum design to arranging field-study sites. The mentor met a wide variety of needs--from institutional interventionist to personal confidant.

7. The scholarships provided to the interns were a necessary though insufficient factor attracting them to the BIT program. The students' scholarships accounted for about 50 percent of the expense of attending Trinity University; student expenses not covered by the scholarship averaged $5,000 per year.

8. After the first year, six students showed stronger long-term commitments to teaching. Three interns, originally characterized as having very strong commitments to teaching, had slightly weaker commitments after the first year.

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APPENDIX A

FALL 1984 INTERVIEW QUESTIONS

Fall 1984 Interview Questions

A. CURRICULUM

1. When I say "Brackenridge program," what comes to your mind?
2. Describe the Brackenridge program (faculty, mentors, interns, seminar, community activity, scholarships, etc.).
3. Who have you talked with about the program?
   - 3.1 Among those people, who is the person with whom you feel the closest/whom you care for most?
   - 3.2 What are some of the things you've shared with that person about the program?
   - 3.3 What are some reactions that person had to what you shared about the program?
4. What is the worst thing that anyone could say to you about the Brackenridge program?

B. REFERENCE GROUPS

5. When you first spoke with your parents about the Brackenridge program, what were their reactions?
6. Imagine you are with a group of Trinity students. One is pursuing a a major in English, another is studying chemistry, a third is a pre-med major, and the last one is pursuing a degree in business. What might you tell them about the program?
   - 6.1 How do you think each would respond?
   - 6.2 Assuming they responded in that manner, how would you feel?

C. BEING AN INTERN

7. Why do you think you were selected as a Brackenridge Intern?
8. What are some adjectives you would use to describe a Brackenridge Intern?
9. Can you briefly describe the interns as a group?
10. In what ways do you seem to be different from the other interns?

D. BECOMING AN INTERN

11. How were you nominated as a candidate for the intern program?
12. How do you think you were described in the nomination letter?
13. What was your nominator's reaction when you were selected to be a Brackenridge Intern?
    - 13.1 What was your reaction when you were selected to be a Brackenridge Intern?

F. CAREER CHOICE

14. Had you not been selected for the program, what would you be doing?
15. What are some other careers you've seriously considered?

16. Why were you attracted to teaching as a profession?
17. What might be some factors that make teaching a less attractive career to many people?
18. Speculating about the future, what career and what responsibilities will you have when you are 30 years of age?

F. COLLEGE LIFE

19. What things make Trinity University unique?
20. What are some things that you're looking forward to during your first year at Trinity?

G. UNSOLICITED COMMENTS

APPENDIX B

SPRING 1985 INTERVIEW QUESTIONS

Spring 1985 Interview Questions

A. CURRICULUM

1. When I say "Brackenridge program," what comes to your mind?
2. Tell me something about each of the people responsible for working with you in the program.
3. Describe the work you did during the year as a Brackenridge Intern.
   3.1 What were some of the group's projects?
   3.2 Describe some of the special activities you took part in.
4. How has life as a Brackenridge Intern affected your life as a student? As a person?
5. What is the worst thing anyone could say to you about the Brackenridge program?

B. REFERENCE GROUPS

6. Other than the intern peer group, who have you spoken with about the program?
   6.1 What does the person think of the program? (Also see parent comments, question #7)
   6.2 What would you prefer them to think, or how is this different from what you know about the program?
7. What do your parents think about your participation in the Brackenridge program?
8. Imagine you are with a group of Trinity students. One is pursuing a major in English, another is studying chemistry, a third is a pre-med major, and the last one is pursuing a degree in business. What might you tell them about the Brackenridge program?
   8.1 How do you think each would respond?

C. BEING AN INTERN

9. In your mind, what is the most special aspect of this program?
10. What are some adjectives you would use to describe a Brackenridge Intern?
11. What are some adjectives you would use to describe the interns as a group?
12. In what ways do you seem different from the other interns?

D. CAREER CHOICE

13. Are there differences between how you view the teaching profession now and how you viewed it last year?
14. What aspects of the teaching profession do you find most attractive?
15. What are some characteristics of a "good teacher"?

16. Speculating about the future, what personal and professional responsibilities will you have when you are 30 years of age?

E. COLLEGE LIFE

17. What things make Trinity University unique?
18. What were some of your more memorable activities during your first year at Trinity?

F. UNSOLICITED COMMENTS

APPENDIX C

FALL 1984 INTERVIEW DATA

Fall 1984 Interview Data

A. CURRICULUM

1. When I say "Brackenridge program," what comes to your mind?

A-new program for getting good people into teaching
B- teaching; developing teaching skills; becoming best teacher I can be
C-it's very exciting; an honor
D-prestige, honors; neat people; high achievers; excitement; dedication
E-high society; "just the cream of the crop"; helps you reach your goals
F-fantastic program; $26,000 scholarship; "chance to tell mayor what we're doing"
G-new (never tried before); local people working together; friendship; producing teachers for San Antonio
H-hard program demanding high standard of performance
I-bettering the education system; hope for the future
J-(inaudible tape)
K-experimental group; privileged group; special/lucky group; once-in-a-lifetime opportunity
L-teaching; scholarship opportunity
M-opportunity for San Antonio and society to get better teachers
N-great opportunity to enter teaching and Trinity; support group through graduation and beyond
O-becoming a teacher; a six-year commitment
P-modeling teacher reform
Q-good educational foundation for San Antonio; improving status of profession

Summary of Question #1 (16 responses)

The majority of interns associated the Brackenridge Interns in Teaching program with its special acknowledgment of them as well as the opportunities the program offered them and the teaching profession as a whole. They described themselves, typically, as "high achievers" who were "privileged" to be a part of this unique program. Interns related the mention of the program to attending a good school and pursuing a career that most had elected prior to becoming an intern. The program name also prompted thoughts of providing San Antonio's schools with well-trained teachers and modeling the improvement of teacher training as a whole.

Slightly more than one-third of the interns associated the Brackenridge program with descriptive adjectives (e.g., new, exciting, demanding) and

only two respondents made any mention of their possible financial ($26,000) or time (six years) commitments.

2. Describe the Brackenridge program (faculty, mentors, interns, seminar, community activity, scholarships, etc.).

A-designed to attract and return "high-ability students" to teaching; offers special seminars during freshman year to teach about teaching, special help from faculty and mentors, and financial aid

B-seminar covering educational issues and improvement; support group during first two years of teaching; designed to improve the field of education

C-six-year program attracting high-ability people to teaching; substantial scholarship; two years of public school work in San Antonio

D-special program to get high achievers into profession to answer the need for teachers, with Trinity scholarship as incentive; offers special attention (from faculty and mentors) to create better teachers than regular education majors would become

E-high grades; diverse people "locked together. . . to be an example of what education should be and what you are supposed to get out of education"

F-program for those who've done "fairly well" in high school and want to teach; offers $26,000 loan or scholarship; interns learn about teaching, others, self, education

G-gives over-achieving seniors chance to go to college; gives incentives to teach; attracts high-ranking people who usually go into fields other than teaching

H-seminar involving research and learning about educational issues with lots of guest speakers and field visits; interns teaching in San Antonio for two years; will help boost image of profession

I-interns given a scholarship, more supervision and guidance than other Trinity students; weekly seminar gives interns better ideas; helps them form their own views; "they've told us we were special"

J-(inaudible tape)

K-program to prepare better teachers; provides individualized attention to work; gets bright students who will become better/more socially respected teachers who "will be able to truly teach the children"; interns treated as upperclassmen

L-movement for getting those "academically higher up" into teaching; Trinity's attempt "to do something about education . . . effectively start a movement towards education

reform"

M-fantastic; a great honor; incredible; chance to study at a good school with good reputation; encouragement to get into teaching profession

N-first step in finally getting something done about problems in education; great opportunity for those really interested in education

O-program to train better teachers by teaching them better than others; provides San Antonio with better teachers

P- Brackenridge Interns program is the interns; on-hands training; "just people"; initiating awareness of the potential for getting qualified people into teaching

Q-a group for exchanging ideas

Summary of Question #2 (16 responses)

When asked to describe the Brackenridge Interns in Teaching program, intern responses fell into two categories: general and particular. More than half the interns saw the program as a way to attract "top-ranked" high school students (who otherwise might not be interested) into teaching. Many recognized the role of financial incentives to this end. Nearly half felt the BIT is intended to play an important role in educational reform.

The most frequently mentioned particulars included in interns' BIT descriptions were the weekly seminars; "special training," in which the group would learn of critical issues and ideas associated with education; and the individual attention and "special treatment" they would receive. Only one interviewee made no mention, when asked to describe the BIT, of either its general purpose or particular focus, referring to the program as "a group for exchanging ideas."

3. Who have you talked with about the Brackenridge program?

3.1. Among those people, who is the person with whom you feel closest/whom you care for most?

3.2. What are some of the things you've shared with that person about the program?

3.3. What are some of the reactions that person had to what you shared about the program?

A-3, 3.1 high school teacher; 3.3 good idea

B-3 friends, high school teachers; 3.1 boyfriend (for feelings), parents (for facts); 3.3 boyfriend excited, interested; parents skeptical at first, now think it's a great opportunity (but they won't repay loan if she quits)

C-3 teachers, friends, boyfriend; 3.1 boyfriend; 3.3 proud, great opportunity

D-3 "everybody"; 3.1 mother; 3.3 loves it; "she doesn't have to pay for anything . . . She thinks it's a blessing from God";

likes her to know all people in BIT

E-3 best friend, parents; 3.1 father; 3.3 thinks it's good opportunity to afford Trinity education

F-3 friend, mother; 3.1 mother; 3.3 good opportunity to do what she's always wanted; doesn't want intern to "fall in love" and lose scholarship

G-3 high school teachers, students; 3.2 the security of having a job

H-3 mother, friends; 3.3 very supportive; think it will be beneficial

I-3. parents, friends, peers, teachers; 3.1 mother; 3.2 "I have no doubts or fears about my future"; good idea; great opportunity; unique program

J-(inaudible tape)

K-3 high school teachers, parents; 3.1 parents; 3.2 pleased with Moore's ability to establish and conduct it; believe it's trying to improve teaching profession and will succeed

L-3 neighbors, parents, friends, high school teachers

M-3 high school English teacher; 3.1 (answer unclear); 3.2 (answer unclear)

N-3 family, high school teacher, Trinity faculty; 3.2 additional money added to salary during two-year teaching commitment; money for Trinity education; concentrated study and early field experience; opportunity to work closely with Trinity faculty (mentions Moore)

O-3, 3.1 grandmother; 3.2 wonderful, good opportunity; 3.3 believes intern was deserving of selection

P-3 family, friends; 3.1 parents; 3.3 they're interested

Q-3 friend at University of Texas, father; 3.2 BIT good teaching basis so I can go into colleges; 3.3 teaching not popular career choice with friend or father

Summary of Question #3 (16 responses)

Most interns had talked about the BIT with parents (one grandparent), and half had talked with friends and/or their high school teachers. The impressions interns received from these listeners included feelings like pride and interest as well as beliefs that the experience would provide good training. Listeners also acknowledged the unique opportunities of a Trinity education and the future employment the BIT provided interns.

4. What is the worst thing that anyone could say to you about the Brackenridge program?

A-waste of time

B-(no response)

C-"If I'd changed my mind, I'd have to pay it back"

D-it's "just a bribe"; that interns don't care about teaching; they just want the money
E-(no response)
F-(no response)
G-"You're going to be a teacher?!"
H-waste of time without personal or professional benefits
I-wouldn't make any difference; opinion invalid because they're not in BIT (no direct reply)
J-(inaudible tape)
K-that interns are getting special attention from the department; that interns are more important than the other education majors
L-"why waste your smarts on teaching?"; wasted talent
M-(no response)
N-(no response)
O-teaching is a poor career choice with poor pay
P-won't accomplish anything; a waste
Q-"They're going to require you to be a teacher?!"

Summary of Question #4 (11 responses)

"Wasted effort," either by the program organizers or the interns themselves, was the worst thing someone could say about the BIT, according to most interns who responded to this question. Nearly half the respondents related this criticism to their perception of the larger program goal of improving the profession (through the infusion of specially trained teachers at first and the adoption of the BIT training model by other institutions in time). The criticism, then, would be that it was a waste of time trying to improve the teaching profession. An equal number felt that the worst thing someone could say to them is that they--as bright, talented individuals--were wasting their time becoming teachers. According to one intern, however, an accusation that the program was elitist was the worst thing that could be said of the BIT.

B. REFERENCE GROUPS

5. When you first spoke with your parents about the Brackenridge program, what were their reactions?

A-though it was a good idea
B-skeptical about career choice; worried about financial commitment
C-supportive, proud of intern
D-mother: "blessing from God" (see question #3); father wanted intern to be certain of choice
E-father: thought program was wonderful, proud of intern; mother: impressed with BIT

F-mother thinks it will help intern get ahead and worries about the financial commitment; father shows no real interest (lives apart from daughter)
G-skeptical about intern's commitment; glad intern could live at home; excited; father more interested
H-very supportive; think it will be beneficial
I-very positive; think Trinity is a very good place
J-(inaudible tape)
K-impressed with Moore's capabilities
L-thought it wasn't best career to enter, re: money, prestige, but was a good opportunity to attend Trinity
M-thought it was a good opportunity, but didn't think intern could qualify
N-father: respected Trinity's reputation and shed tears of pride when intern selected; not instrumental in career choice (wanted intern to be a lawyer) (mother deceased)
O-grandmother: excited for intern; parents: dissuaded intern
P-think it's wonderful; excited, impressed with the concept
Q-minimum interaction prior to selection; father negative; mother thought it was a great idea and was glad for the financial aid

Summary of Question #5 (16 responses)

Nearly all interns reported that their parents reacted positively to their daughter or son being selected as an intern (note: some spoke of differences between mother's and father's opinions). In general, parents were pleased that their children were selected and would be given the means to get a good education and special professional training. More than half the interns, on the other hand, admitted that one or both parents reacted in a less-than-positive way upon first learning of the intern's interest in the program. These parents questioned the wisdom of their children's career choices and emphasized the instant financial burden the interns would incur should they decide to leave the program at any time during its six years.

6. Imagine you are with a group of Trinity students. One is pursuing a major in English, another is studying chemistry, a third is a pre-med major, and the last one is pursuing a degree in business. What might you tell them about the Brackenridge program?

A-a basic overview (that it's to better prepare teachers for the classroom)
B-it's a research program to improve field of education
C-it's a special scholarship program for teachers; "I really don't

want to go on about myself"

D-it's just a scholarship program; "I probably would try to influence them (toward becoming teachers)"

E-would explain importance of education, that education majors take the same basic subjects as all students

F-would explain that program gives interns a chance to do what they want to do (scholarship simply an added plus); allows interns to meet lots of influential people

G-interns exposed to a little bit of everything, taking same kinds of courses other students are; "they'll work harder in school, I'll work harder after"; interns teach two years in San Antonio

H-it helps interns become better teachers; will help me get kids well-established during early years so they'll be able to get into college

I-would describe program

J-(inaudible tape)

K-it's a teaching program that will help interns find a teaching job

L-it gets bright people into teaching

M-a basic overview (it accepts diverse majors; it's trying to train better teachers)

N-it's a pilot program and interns are guinea pigs; six-year intensive program

O-people think of doctors and chemists as more intelligent and better educated; BIT is breakthrough for those (intelligent people) who want to become teachers

P-it's a program based on lots of research; interns are guinea pigs

Q-it's meant to "turn out a race of superteachers"

6.1 How do you think each would respond?

6.2 Assuming they responded in that manner, how would you feel?

A-**6.1** overall, they would think it's a neat new idea; **6.2** proud of career choice

B-**6.1** would argue about career choice for a bright person; **6.2** wouldn't phase her

C-(no response)

D-**6.1** politely, saying, "it's not for me"; English major (liberal arts) would be more interested, but others want money; **6.2** would think it's too bad people think they're too good for teaching

E-**6.1** positively if they understood the need for educational change; **6.2** (no response)

F-**6.1** with envy; **6.2** (no response)

G-(no response)
H-**6.1** they'd find it neat, since intern would describe it as a well-rounded liberal arts education; **6.2** (no response)
I-**6.1** they might say it's an easy major; **6.2** (no response)
J-(inaudible tape)
K-**6.1** "teaching--yuk"; might be impressed after hearing it described; **6.2** proud of career choice
L-**6.1** they'd accuse interns of being lured into teaching by money rather than career commitment; **6.2** (no response)
M-**6.1** they'd definitely be interested because BIT takes people with diverse interests; **6.2** good, but would wonder what they really thought
N-**6.1** "that's great, but why aren't you going into pre-med or something?"; **6.2** (no response)
O-**6.1** "they'd probably just look at you like, 'a teacher?!' "; **6.2** "might hurt my feelings"
P-**6.1** English major would respect interns; all would be interestred because they've all gone through school; all curious; **6.2** wouldn't affect intern personally; "doing what I'm meant to do"
Q-**6.1, 6.2** "if they had any arguments whatsoever, I'm sure I could make them look like fools"

Summary of Question #6 (16 responses)

In discussion with non-education majors, interns said they would describe the BIT as a scholarship program, a research program, a teaching program, or a six-year, intensive program in which bright people who want to teach will become better teachers. They see themselves as guinea pigs who will eventually become "superteachers." Responses by the non-education majors, as imagined by the interns, were about evenly split, with some responding negatively ("a teacher?!") and others not negatively (polite, eager, envious). The English majors were imagined to be the least negative group of listeners. Only one intern imagined that his/her feelings might be hurt by negative responses; others had rationalizations and defense mechanisms ready for any negative responses.

C. BEING AN INTERN

7. Why do you think you were selected as a Brackenridge Intern?

A-don't know; good high school record, grades, very involved in high school
B-good with people; will make a good teacher; "prayed about it"
C-commitment to teaching; desire to attend Trinity
D-good grades; high SAT; active in high school; wrote a good

essay; needed financial aid; had ability and commitment to teach; had good interview

E-don't know; not a quitter (commitment to BIT)

F-not high school grades (only top 10 percent of class); very verbal; commitment to teaching

G-able to talk to people; quick on my feet

H-good high school record; wrote good essay, re: teaching as a long-term goal

I-high grades; don't know; luck

J-(inaudible tape)

K-enthusiastic, re: program; exhibited curiosity during interview; wrote good essay

L-sincere; desire to teach; good essay; academic background

M-outstanding high school record; leadership and service qualities

N-not sure; long-term commitment to teaching; met specifications; enthusiasm, re: BIT

O-worked hard; good grades; extra-curricular activities in high school; "I guess it would just be my academic record"; indicated a commitment to teaching with or without BIT

P-interest in special education; good academic record

Q-ability to communicate; "fair idea" about education

Summary of Question #7 (16 responses)

Most interns attributed their selection as an intern to their high school success. This category includes academic achievement (e.g., grades and SAT scores) and special qualities (e.g., leadership and extra-curricular involvement). Three-quarters of the respondents also saw their commitment to teaching as a major factor. A number of interns believed that their performance in the selection process (e.g., writing an essay and interviewing) was an important factor in their being selected, while practically as many weren't sure what attributes got them into the program.

8. What are some adjectives you would use to desribe a Brackenridge Intern?

A-bright; intelligent; purposeful

B-caring; cares about teachers, students, people; motivator; helper

C-high achiever

D-very different; dedicated; committed; hard working; concerned; thoughtful; kind; smart; almost all are nice and friendly

E-intelligent; (some are) highly motivated; individual

F-different; intelligent; interested; inquiring

G-(no response)
H-outgoing; intelligent; open-minded
I-outgoing; pacesetter for what's to come in teaching
J-(inaudible tape)
K-intelligent; enthusiastic; eager; self-confident; proud; friendly; sociable; able to express themselves
L-diverse; interested in teaching; concerned; (maybe) compassionate
M-intelligent; energetic; looking for something new; open; sensitive; eager to learn
N-exuberant; intelligent; goal-oriented; always on the go; ready to tackle something else
O-ultra-academic; well-rounded
P-all different; sincere; intelligent; interested; committed to education
Q-(no response)

Summary of Question #8 (14 responses)

Dozens of adjectives were offered, but all can be loosely fit into four general categories. The two most obvious categories seem to be "different" (which includes such adjectives as diverse and individual) and "intelligent" (which includes smart and bright). A large number of adjectives seemed to fit into a "personable" grouping, which includes adjectives like sociable, open, concerned, sincere, kind, and thoughtful. But the largest number of descriptors fit into a loose category labeled as "goal-oriented," which includes adjectives like ambitious, hard working, active, dedicated, and self-confident.

Overall, interns described the typical intern as being goal-oriented, personable, and intelligent; fewer than one-third of the respondents offered descriptors that would fall under the category of "different."

9. Can you briefly describe the interns as a group?

A-high ability; committed to teaching; care about society
B-a little timid; eager to learn
C-outgoing
D-pretty cohesive (some don't get along); relate well; share much in common
E-individualized
F-so different; quiet; concerned (for one another); groups within the group
G-different; smart; respectful (for one another); assertive; argumentative
H-interesting; diverse; striving for same goal (becoming better teachers); family-like
I-don't think interns are a "group" yet (will become one)

J-(inaudible tape)
K-cooperative; supportive; friendly; sociable; proud; eager; self-confident; intelligent; enthusiastic
L-(no response)
M-studious; intelligent; open; desiring change
N-pacesetters for new generation of teachers; goal-oriented; "we have a goal and we want to reach that goal"
O-care about education and teaching; care about how BIT will affect their careers
P-academically talented; can relate to people
Q-care about education and teaching; care about how BIT will affect their careers

Summary of Question #9 (15 responses)

Responses of two sorts were offered by interns when asked to describe the intern group: those that could have been "individualized" characteristics (e.g, self-confident and quiet) and those that were distinctly "collective" characteristics (e.g., shared commitment to teaching and family-like).

Within the first collection of "individualized" characteristics lay two sub-groups, the popular categories identified in question #8: "goal-oriented" and "personable." Nearly every intern offered a descriptor (high ability, studious, academically talented, enthusiastic) that fit within the "goal-oriented" sub-group. Fewer than half the respondents offered descriptors (caring, sociable, concern for teaching, outgoing) that are seen as part of the "personable" sub-group.

Some interns also described the group with collective characteristics. These responses ranged from "diverse" (a category mentioned by 20 percent of the respondents) to "family-like" (a category mentioned by 40 percent of the respondents). Interestingly enough, the remaining 40 percent of the respondents' comments bridged the two previously mentioned categories in a group that might be called "fairly cohesive." This category includes responses such as the following: "some don't get along, "there are groups within groups," and "it is not a group yet."

In short, most interns found it difficult to describe their group as a collective "it," choosing instead to provide more individualized descriptors. Within that category, twice as many interns depicted the group as "goal-oriented" rather than "personable." When pressed to describe the group collectively, more interns saw it not as a group or an ill-defined group, but more like a "family."

10. In what ways do you seem to be different than the other interns?

A-desire to coach; others overly concerned with academics
B-"I want to learn all I can"

C-not much different; describes self as "average"
D-(no response, but intern is only parent in the group)
E-more quiet; more private
F-not majoring in "hard core" subject; more verbal
G-different sense of humor
H-emphasis on elementary, not secondary, education; at first, felt other interns were more competitive, that she "didn't measure up"
I-math major; says all interns are different
J-(inaudible tape)
K-more committed to teaching as a career (beyond BIT) than some interns
L-less "technical" view of teaching; less intelligent; more able to relate to struggle
M-different major; less verbal; less dependent on group for identity
N-no differences
O-less outspoken (others are better with words); less intelligent (many interns were National Merit finalists)
P-not as smart as some
Q-more prior knowledge, re: education; better communicator; broader education; less feeling/caring

Summary of Question #10 (14 responses)

When asked how they were different from the other interns, several answered that they were not much different or that "we're all different." (Note: One intern has a small child and is, thus, the only parent in the group.) Three interns believe that they are less intelligent than some of the others and five students noted the difference in their discipline areas (e.g., music, mathematics). Two categories, however, stand out. Half the respondents see themselves as having different personality traits; these include being (more or less) outspoken, having a different sense of humor, being less caring, and feeling less dependent on the group for identity. An equal proportion of the responses described differences in interns' views and commitments toward their education and/or teaching in general. These responses included being (more or less) academically competitive, having a different view of teaching, having a different feeling about their own education, and having a greater commitment to the profession.

D. BECOMING AN INTERN

11. How were you nominated as a candidate for the intern program?

A-intern investigated after school public address announcement
B-calculus teacher had information; nominated by English

teacher who was National Honor Society sponsor; intern had never thought about teaching before

C-(no response)

D-BIT announced at assembly; counselor nominated

E-counselor promoted it (intern heard on PA system first, then called in; wanted to go to Trinity)

F-(no response)

G-(no response)

H-intern heard from government teacher who was a graduate student at Trinity

I-ROTC captain wrote nomination letter

J-(inaudible tape)

K-high school teacher promoted program, nominated intern

L-counselor nominated intern

M-high school English teacher told intern; intern asked science teacher for nomination

N-(no response)

O-intern heard about program at assembly, filled out form, asked English and math teachers for nominations

P-heard through Future Teachers of America (probably from counseling office); encouraged by mom; principal nominated

Q-(no response)

Summary of Question#11 (11 responses)

Nearly half the respondents learned of the BIT program through high school assemblies or public addresses; almost as many were informed by a teacher. Only one respondent remembered learning of the program first through a high school counselor. When asked who wrote their formal letter of nomination, most identified high school personnel (teachers, one principal, one counselor), yet more than one-third of the respondents did not know. Evidence from the interviews suggests that some students were encouraged to consider the internship because 1) they were "eligible" for the scholarship and/or 2) they had expressed a desire to attend Trinity. In other words, they may not have desired a teaching career.

12. How do you think you were described in the nomination letter?

A-bright but unmotivated (could consume college-level information)

B-caring; able to work with people

C-(no response)

D-dependable; responsible; a leader

E-hard working; attentive; friendly; determined

F-(no response)

G-(no response)

H-capable; personable (interacts well with others)
I-(no response)
J-(inaudible tape)
K-dedicated; enthusiastic; cooperative; eager
L-hard working; determined; nice; helps others
M-fair-to-good student with rigorous course load and extra-curricular activities; a leader
N-(no response)
O-good, hard-working, organized, quiet student
P-bright; energetic; works well with kids
Q-(no response)

Summary of Question #12 (10 responses)

Many interns had not read the letters of recommendation others had written for them; these interns imagined how they might have been described. Most responses were "student-related" (e.g., hard-working, capable, responsible), but a number of interns also offered "personality-related" descriptors (e.g., quiet, personable, works well with people).

13. What was your nominator's reaction when you were selected to be a Brackenridge Intern?

13.1 What was your reaction when you were selected to be a Brackenridge Intern?

A-**13** pleased; **13.1** excited
B-**13** "happy . . . very happy. Proud"; **13.1** surprised; excited
C-(no response)
D-**13** excited and proud; **13.1** (no response)
E-**13** (no response); **13.1** "kind of numb," then excited
F-(no response)
G-(no response)
H-**13** thought it was great; **13.1** very happy
I-**13** excited; **13.1** shocked; excited; "didn't sink in until later"
J-(inaudible tape)
K-**13** happy and proud to have played a part in this once-in-a-lifetime opportunity; **13.1** ecstatic
L-**13** (no response); **13.1** "pretty happy"
M-**13** overjoyed; **13.1** ecstatic
N-(no response)
O-**13** "Aha! You're gonna be a teacher, huh? Well, get prepared because it's not what you think it is"; **13.1** euphoric
P-**13** some kind of "big" reaction; **13.1** a little surprised; happy, excited; thought it was a fair choice
Q-(no respone)

Summary of Question #13 (11 responses)

Most respondents who knew their nominators reported that those persons responded positively (e.g., overjoyed, pleased, proud, happy) upon hearing of the interns' being chosen for the BIT. A noteable exception was one nominator who challenged the newly chosen intern ("get prepared, because it's not what you think it is"). The interns described their own feelings as euphoric, very happy, excited, and ecstatic.

E. CAREER CHOICE

14. Had you not been selected for the program, what would you be doing?

A-attending Trinity, planning to enter education
B-attending Texas A&M, probably in business
C-attending Trinity in biology
D-attending Trinity, taking lots of courses to help in deciding whether to major in education
E-attending Trinity in education
F-attending University of Texas-Austin
G-attending Trinity in political science
H-attending Trinity, planning to enter elementary education
I-attending Our Lady of the Lake (next best scholarship offer to Trinity) as a math major; "pretty sure" would still be interested in education
J-(inaudible tape)
K-attending Trinity, planning to enter education (intern is a physics major who wouldn't go into engineering)
L-attending Texas A&M or University of Texas-Austin; would probably still major in education
M-attending Southwest Texas State University, planning to enter education
N-attending University of Texas-San Antonio before transferring to Baylor University in education
O-attending Trinity working harder to get money (for school); planning to enter teacher education
P-attending University of Texas-Austin in psychology (definitely wouldn't major in education at Texas)
Q-attending University of Texas-Austin in political science

Summary of Question #14 (16 responses)

Had they not been selected for the BIT program, all of the interns would have nonetheless gone to college. Half would have enrolled at Trinity, while the others would have enrolled at another Texas college or university. Two interns weren't sure what major they would be working on if they hadn't become interns. Of those remaining, half said that they

would be working on an education major if they hadn't become interns, and half said that they would be majoring in other areas (psychology, business, math, biology, political science) or would be undeclared majors.

15. What are some other careers you've seriously considered?

A-journalism, possibly business or law
B-accounting (if it was as creative as teaching)
C-none
D-"I really didn't know what was out there . . . everything I thought about had to do with school"; wanted ability to influence others
E-pediatrics, accounting (neither seriously)
F-singing, but not seriously; "too scared to risk something so iffy--(becoming a performing artist) is really iffy, and, to me, teaching is more stable"
G-law, journalism; "not sure if I'm really suited for teaching"
H-nursing
I-engineering
J-(inaudible tape)
K-engineering
L-psychology; coaching
M-librarianship, counseling, or educational administration; always teaching; too "people-oriented" for research
N-nursing; "didn't matter to me what I was going to do because I was just happy living. I'm sure I'd be happy working for Southwestern Bell..."
O-veterinary medicine, law, psychology (though teachers practice the latter a lot)
P-psychology; social work; counseling
Q-law, writing, politics; "I can do just about anything I want to except maybe master a foreign language..."

Summary of Question #15 (16 responses)

Of all the careers interns mentioned when asked which, besides teaching, they had seriously considered, careers in the "helping" professions (or those that imply influential power) were maintained three times as often as others. The category of helping/influential careers included such jobs as coaching, veterinary medicine, and politics. Most frequently mentioned were law and psychology (receiving four and three responses, respectively). Only three "other" careers were mentioned: accounting and engineering (both mentioned twice) and business (mentioned once). Four interns said they had never seriously considered any career other than teaching.

16. Why were you attracted to teaching as a profession?

A-enjoyed past teaching experience (teaching peers and being a teacher's aide)
B-teaching requires patience
C-science teaching emphasizes role of science
D-duties allow time for teacher to be a wife and mother, with summers plus maternity leave; teaching profession needs her
E-high school teacher was role model
F-(no response)
G-(no response)
H-teaching builds foundations for young people; intern loves children
I-duties allow time for marriage and family; teaching not as time-consuming a profession as others; free summers; allows entry into other careers; "I love kids"
J-(inaudible tape)
K-teaching works with teens, helps people learn; lets teacher see kids succeed
L-teachers influence kids; helps them become more than they think they can be
M-teachers help kids and can see them succeed; likes passing on knowledge
N-intern loves learning and helping others learn
O-teaching "comes natural"; intern always wanted to do it
P-teaching allows intern chance to combine interest in working with kids with interests in psychology and counseling
Q-(no response)

Summary of Question #16 (13 responses)

Two categories stand out in the responses interns offered. One has to do with a joy and ability to interact with others, represented by responses from interns who "love working with young people" and who had experienced success as teacher aides. The other group of responses can be categorized as a sense of mission. These include the feeling of being needed and a love of learning. Predominantly, however, this category includes responses related to the transmission of knowledge and influence from teacher to student. These two categories received equal representation in the interns' responses.

17. What might be some factors that make teaching a less attractive career to many people?

A-low salary; low social status
B-the need for patience; low pay; problem students
C-heavy workload; low salaries
D-student apathy/discipline; bad faculty-parent relations

("fighting"); non-teaching duties; "blame the teacher" phenomenon

E-low salary; poor image (schoolmarm)

F-low salary; working with students; lack of knowledge, re: subject matter

G-(no response)

H-school drug problems; no air conditioning in San Antonio schools

I-low salary; working with kids

J-(inaudible tape)

K-low salary; less prestigious than other careers; working with students

L-low salary; inequality of schools, re: minorities; unmotivated students

M-low salary; "petty" non-teaching duties (cafeteria: "it's so degrading")

N-low salary; time and effort (burnout); lack of public respect

O-low salary; being "in school" longer than required

P-low salary; general negative attitude (lack of respect); responsibilities unrelated to classroom

Q-low salary; low status

Summary of Question #17 (16 responses)

By an almost two-to-one margin, "low salary" was mentioned above the next highest response when interns were asked why many people find teaching unattractive. The next most frequent response category was "generally perceived problems of schooling" (e.g., discipline, drugs, class/race inequalities), which was alluded to by half the respondents. "Lack of respect" (including low status and prestige) was mentioned by more than one-third of the interns, followed by "dislike for working with young people" and "petty teaching-related duties" (e.g., cafeteria duty).

18. Speculating about the future, what career and what responsibilities will you have when you are 30 years of age? (Three respondents were asked what career and what responsibilities they will have in 30 years.)

A-teaching and coaching, turning out good students

B-will not be teaching; family and children

C-will be raising a child, returning to teaching when child is school-aged

D-"branch out of teaching" into counseling, administration (department head, principal), curriculum coordination; "something with more influence"

E-probably teaching (financially comfortable) ; marriage and children

F-teaching music in elementary school; marriage
G-(in 30 years) professor of political science or supervisory lawyer (for other lawyers) at law firm
H-(response erased)
I-(in 30 years) department head "at least"; maybe an administrator; "I wouldn't just stay a teacher--plain-old . . . you know"
J-(inaudible tape)
K-"still teaching if I'm not sick of it"; maybe become a professor or administrator
L-part-time teacher and child psychologist; family; helping children
M-teaching ninth graders (hopes to teach anatomy); going to school
N-head of high school English department; going to school for an M.S. degree
O-"probably still in teaching"; marriage
P-working in Texas public schools in counseling or teaching (not administration); family
Q-(in 30 years) writing a "few" books; completing two doctorates

Summary of Question #18 (15 responses)

Of the 12 interns who looked to their 30th birthday, four stated directly that they would be teaching at that time, while six others made similar implications. Two used the word "probably," one planned to be teaching only part-time, another would be "maybe counseling and teaching," a fifth intern planned to "return to teaching" after raising a family, and the last in this category would be teaching at age 30 "if I'm not sick of it." Only two of these 12 interns ruled out the possibility of teaching at age 30.

None of the three interns responding to the question "What career responsibilities will you have in 30 years?" mentioned secondary teaching in their lists of responsibilites.

Of all the respondents, one-fifth foresee themselves as continuing their education in graduate programs, and nearly half plan to marry and raise children.

F. COLLEGE LIFE

19. What things make Trinity University unique?

A-emphasis on academics while maintaining sports
B-opportunities; endorsements ("you don't have to pay for everything")
C-successful students; school pride in students and faculty
D-diverse students (large out-of-state population); good

faculty; attractive campus; "I feel like I'm in (the) high class when I'm here"
E-size; acceptance of students not in social fraternities or sororities; personal relationships with professors
F-size; approachable professors
G-size; reputation
H-small size; high expectations of students
I-size; students not just numbers; good professors; higher quality; available professors
J-(inaudible tape)
K-size allows individual attention; available and enthusiastic faculty
L-size; not comfortable as a minority; upper-class attitudes; quality of education
M-size; faculty expectations; fantastic students; good programs
N-(no response)
O-size ("it's like a little family or something"); meeting lots of people; reputation
P-attractive campus; bright students; good school; lots of activities
Q-reputation; size ("I'm a person, not a number")

Summary of Question #19 (15 responses)

Responses related to Trinity's uniqueness fall comfortably into two categories. The category receiving the most mention is "faculty/university reputation" and includes statements praising faculty and students, recognition of Trinity's programs (academic and non-academic), the numerous opportunities available to students, and the shared sense of school pride. The second category, which received nearly as many responses as the first, is Trinity's "physical/social atmosphere." This category includes comments about the small size and personal feel of the school community, the social activities, and the attractive physical aspects of the campus. This category also holds several comments from interns regarding the "high-class" WASPish atmosphere and attitudes that they feel are prevalent within the Trinity community.

20. What are some things that you're looking forward to during your first year at Trinity?

A-campus politics and national political involvement
B-"dabble in everything"; "discover how I learn best"
C-earning good grades; learning as much as possible
D-learning a lot; meeting new people ("I'm not an extrovert, but I seem to meet people better in the classroom")
E-being a part of everything; devoting time to studies; attending activities (lectures)

F-keeping grade point average high; keeping up with job in education department; meeting more people
G-debating; involvement in campus activities
H-(erased from tape)
I-"everything"; being an intern; field trips
J-(inaudible tape)
K-getting decent grades; becoming comfortable with campus; getting to know students and faculty
L-surviving classes; "getting over the feeling of failure when I get a 'B' "
M-new environment; new friends; improving study habits; enjoying more diversity in life
N-"making it"; meeting people; "learning like I've never learned before and being challenged"
O-meeting new people (from outside San Antonio); getting a good education
P-getting good grades; learning more about education department; having trouble juggling everything
Q-meeting some girls; playing intramural sports; making good grades

Summary of Question #20 (15 responses)

"Academic goals" (e.g., getting good grades, surviving classes, improving study habits, and learning much) were mentioned by nearly every respondent and surfaced twice as often as did "social goals" (i.e., meeting people). Several interns looked forward to social and academic activities (e.g., sports and debate teams) and three interns looked forward to "everything."

G. UNSOLICITED COMMENTS

D-talked about meeting and conversing with important people at Boyer reception
E-doesn't want to teach high school because of lack of respect for teaching
G-"As the program starts spreading all over the country, they're not going to get as much attention as ours (program) did. Because I like it a lot--getting all this attention."
Q-intends to take every opportunity at Trinity

APPENDIX D

SPRING 1965 INTERVIEW DATA

Spring 1985 Interview Data

A. CURRICULUM

1. When I say "Brackenridge program," what comes to your mind?

A-people wanting to be teachers "from day one"; something unique (never tried before); a good idea

B-exciting program to prepare teachers; "being a teacher is the BIT"

C-school; the reason for being at Trinity (intern is dissatisfied with Trinity and social relationships with its students)

D-prestige, recognition, privileges, special treatment; a head start

E-a group of kids; being best person possible and getting better

F-excitement; comparisons to the beginning of the program (intern knows interns better and can talk about anything with them; "just as thrilled as in fall")

G-San Antonio; teaching; group of people with shared interests; a support group

H-high achievers working together to become good teachers; closeness with interns; to "try and make a career of teaching"

I-teaching

J-special group in education department; support group (prevents intern from feeling "weird"; members work together, share goals and purpose)

K-Dr. Moore (helps everyone)

L-represents a hope for education; collection of 17 interns who aren't much different from other students except for career choice

M-opportunity to become better teachers

N-wonderful program; humor; "rude awakening" (visits to area schools)

O-teaching; other interns; program responsibilities; future as a teacher

P-teaching; people in the program

Q-teaching

Summary of Question #1 (17 responses)

The most frequently offered response category dealt with the interns' futures as teachers. The majority of responses that weren't in this "teaching-related" category were "program-related." These responses coalesced to form a description of a unique program that will give a special group of people a head start in their career (teaching) while providing them with prestige, recognition, and honor. A smaller number of responses could be delineated as "intern-related." Here, interns responded to the question by associating the BIT with a support group whose members share a common goal and a certain closeness.

Responses that do not fit within these three categories include "Dr. Moore," "San Antonio," and "hope for education." One intern associates BIT with being at Trinity, a school the intern would not have selected if not for the program.

2. Tell me something about each of the people responsible for working with you in the program.

A-Moore (helpful; always there to talk to); Jeannine ("really makes a difference as a counselor"; personal; easy to talk to about different things than with Moore)

B-Moore (provides opportunities for travel and media exposure; interns see him a lot); Jeannine (tremendous help; calmed them down in Fort Worth); Sergiovanni (worked with interns once in fall)

C-Moore ("father figure"; "our father here in school"; "he's in charge of everything; he knows everything"; sees interns every day; pleasant; relates to interns on procedural and academic matters more than personal); Jeannine ("super help" in finding things, planning, organizing); Mark Maddox (math tutor)

D-Moore (fun; helpful; pushes interns with challenging assignments; wants visibility; "obviously he had certain goals. One of them was to promote the Brackenridge Interns program, and he achieved that goal . . . with us. We helped him"); Jeannine (helpful; always happy and available to talk; a "real person"; interested in interns personally); Hawkins (listened at seminars)

E-Moore (". . . makes me mad sometimes"; wants interns to work; program couldn't ask for anyone better; gets along well with interns; "he makes demands. Of course, you don't want to do it, but the rewards you get . . . are positive . . . compliments, cheers me up, cares about us"); Jeannine ("friend I could go to if I didn't want to talk with another intern"; "connected but disconnected with program"; not much contact)

F-Moore (glad he was the one "who initiated all of us"; "no matter what we do he's always pushing for us"; "his feelings give us more push . . . he's always there"); Jeannine (counselor; "always count on her to remember things for me"); Mark (same as Jeanine; very approachable); George Brackenridge (intern feels "eternal gratefulness"; distant)

G-Moore ("brave leader"; "man who teaches us everything"; "he's proud of us and makes me feel good"; organizer of the content); Jeannine ("always after us to get things done"; a sister); Hawkins (adviser; "there when I need my classes")

H-Moore (helpful; enthusiastic; believes in the program; pushes interns); Jeannine (great; glad to help; can tell her anything); Hawkins (attends meetings and other functions; helpful)

I-Moore [great; "he's promised (us) a lot"]; Jeannine ("keeps us in line"; "makes sure we've RSVP'd everything")

J-Moore (dedicated to the program; concerned about teaching; works with interns; "we're not just a program, but persons to him"); Jeannine (worked on personal things; helped get interns started at Trinity)

K-Moore (busy; outgoing; caring; challenging; wants BIT to get publicity and intern group to be well known); Jeannine (helps with scheduling; talks with interns)

L-Moore (great man; "I wouldn't have made it without him"); Jeannine (supportive; helps with personal problems; "person behind the scenes that keeps us all together")

M-Moore (always available; knowledgable; enthusiastic; leader in group meetings); Jeannine (very enthusiastic; always there; friendly; helps with responsibilities); Hawkins (friendly; observed meetings, offered some input)

N-Moore ("father"; admirable as educator and person); Hawkins ("mom"; adviser; neat woman; brings cookies; promotes "family atmosphere")

O-Moore (helps interns get through everything; wants interns to do their best); Jeannine (same as Moore; "Moore's backup"; motivator; always available); Hawkins and Maddox (no contact)

P-Moore [too nice of a person; " . . . really cares about all of us equally . . . I feel (that) in his eyes, as long as you're trying, no one does better than another"]; Jeannine (nice person; supportive; does paperwork)

Q-Moore (mentor; chats with him three times a week); Jeannine (easy to talk to; takes care of interns; gets everything out on time)

Summary of Question #2 (17 responses)

All interns spoke of the program's director, John Moore, and most mentioned him first. All but one of the interns spoke of their "mentor," Jeannine Keairnes. Four interns mentioned Keairnes first as they responded to the question. Seven interns spoke of Sue Hawkins (an education faculty member), and several mentioned Mark Maddox (a graduate student interested in the program). George Brackenridge (the program's financier) and Thomas Sergiovanni (a Trinity faculty member with whom the interns worked on a project) were each mentioned once.

Remarks about John Moore were about evenly distributed between two categories: "the man and the educator" and "the leader of the BIT." Included in the former category were comments about Moore's concern about education, his niceness, and his willingness to help. As "the leader of the BIT," Moore was seen by the interns as "our father here at school," the person in charge, indispensable, and the person who provides media and travel opportunities.

Jeannine Keairnes, likewise, was seen about equally in two ways: as "the person" and as "the BIT organizer." Many interns described Jeannine as easy to talk to (about different things than they might share with Moore), friendly, and "a sister." As "the BIT organizer," she was remembered as the one who "takes care of us," "keeps us organized," does paperwork, and is "Moore's backup." In the words of one intern, Keairnes was the "person behind the scenes (who) keeps us all together."

Sue Hawkins was described as an (academic) adviser (for scheduling classes), a "mom" who helps promote a "family atmosphere," and as an interested bystander who attends seminars and other gatherings but seldom interacts with the interns.

3. Describe the work you did during the year as a Brackenridge Intern.

A-did projects involving books (e.g., Nation at Risk); studied section of Target 90; attended city council meeting and met mayor; did a school study (profile)

B-did paper on current issue, teacher evaluations; studied House Bill 72; wrote letters to districts requesting information; community awareness: studied Target 90, heard guest lectures (Marbeck, McBride)

C-learned about education-related names and ideas; met people involved in education (Boyer, Vincent, McBride, Calgard); learned about San Antonio ("not that important"); exposed to profession; got head start on job selection

D-read books on current issues (e.g., academic excellence); visited schools to talk with teachers (e.g., career ladders); studied section of Target 90; lots of reading; school profile; participated in seminars

E-wrote paper on Target 90; visited schools (wasn't sure until the end of the year if she was getting the point Moore wanted)

F-wrote papers; studied Target 90 (San Antonio as city of the future; "know background information and behind-the-scenes stuff"); went to schools; did school profile; "papers are a vital part of this year"

G-learned about problems and national proposals; read all national reports; discussed Target 90; learned about the community of a school

H-learned "the ropes"; learned how schools work (state, district, building, classroom)

I-did school profile; wrote paper on major reports

J-(answer unclear)

K-wrote papers (e.g., career ladder); visited companies, city council; did school profile

L-group identified and offered solutions to school problems; "I was

able to see the emotion caused from the career ladder and testing"; "teachers are not concerned with the big picture"; school and community visits helped intern see principal's difficulty with teacher evils; intern made decision to get special educational endorsement; "we had to write a paper and so forth, but to me, it was more of a personal growing experience"

M-studied section of Target 90; lots of reading; school profile; participated in seminars

N-wrote papers (on San Antonio, problems in education, major issues, on campus); more work than a one-hour class should require; field experiences (not work); going to presentations; and more ("I've never learned so much")

O-field trips (e.g., city council); began reading newspaper; did school profile (which required "getting" information); "I'm actually doing something on my own"

P-"first semester was like jumping into the water cold"; visited schools from an "outsider's point of view"; talked to educators; read reports; second semester focused on San Antonio; talked to business leaders ("it all ties together, education and business, at all levels"); intensive study of one school

Q-(no response)

Summary of Question #3 (15 responses)

When asked to describe their work in the Brackenridge program, interns talked of "doing" and "learning" work. Under the category of "doing" work, writing papers of one sort or another was mentioned 23 times. "Papers are a vital part of this year," one interviewee acknowledged. Going places such as a city council meeting or a local school and meeting people like Ernest Boyer and Vincent McBride received frequent mention as well. One intern described these sorts of "doing" activities as "not work." Only one intern mentioned attending the BIT seminars as work that had been done during the first year.

The second category of responses, "learning" work, contains eight mentions of one sort or another relating to what might be called the "big picture" of education. Included here are references such as exposure to national problems and proposals, the connections between education and business, and what one respondent called "behind-the-scenes stuff." Four interns mentioned learning about themselves during the year, ond one mentioned learning more about San Antonio (which was "not that important").

Two responses did not fit comfortably within either the "doing" or the "learning" categories, but are worth noting. One intern remarked that the seminar work done during the first year of the BIT was worth much more than the single credit hour each intern received. Another believes that the real value of the interns' work will come in the form of a head start all

interns
will have on job selection.

3.1 What were some of the group's projects?

A-same as individual work (i.e., all members did assignments)
B-small-group work on school profile; trips together
C-read a lot of books; learned more about how schools are run and how they differ
D-no differences from individual's work
E-small-group discussions of Target 90, but wrote individual papers;

listened to guest speakers
F-can't think of any
G-academic projects; traveling and giving presentations; "everything we do, we do together"
H-not much, mostly social gatherings (extremes in membership: some felt work was highly rewarding, others felt the opposite)
I-trips
J-(answer unclear)
K-no differences from individual's work
L-(no response)
M-seminars
N-presentations to classes (at Edison High School); helping each other out
O-seminars and field trips
P-attending city council meetings, visiting state board of education; meeting Target 90 director; "it's enrichment. It's all enrichment. It's not just papers, studying, and reading books. Everything ties together"
Q-visiting schools to discuss educational problems; reading books; special meeting with Boyer; listening to speakers discuss educational problems; did school profiles

Summary of Question #3.1 (15 responses)

When asked what group projects they had done during the year, interns responded in two ways. A few replied that the group had gone somewhere: to talk with teachers in schools, to attend their weekly seminars, to attend special lectures, etc. Most respondents, however, found little, if any, difference between group work and individual work. While a few mentioned small groups working together on certain assignments (which ultimately led to individually written papers or reports), most interns agreed that there was "not much" difference between what they did as a group and what they did individually. "Everything we do," one intern noted, "we do together."

3.2 Describe some of the special activities you took part in.

A-Denver AACTE (people were upbeat, supportive, thought BIT was great); luncheon for San Antonio teachers
B-Fort Worth TEA (500 people; "start to tell people that I'm going to be a teacher. I'm representing Trinity and BIT . . . You kind of get excitement from talking to people"); Target 90 (becoming part of the education committee; "I hope I can make some changes"); parent picnic at year's end/comparing fall and spring intern pictures ("We were all in dresses and standing up straight. You could tell we didn't know each other. Then this one, we're all in shirts and we're hanging on each other . . . It was such a big

contrast of what the year's done for us")

C-no special activities

D-Austin TSTA ["I think we helped them" (older teachers who had lost enthusiasm). I don't know if we brought (their enthusiasm) back, but we sure displayed a lot of (our own)"]

E-no special activities; "I was busy during those days"

F-Austin TSTA (nervous and worked up, but only two people came to speech); asked to speak several times, but only did once

G-Austin TSTA (exposed to two different teachers' views)

H-Austin TSTA (small group; had a "kind of debate" with one burnt-out teacher; felt Moore showed faith in her by asking her to speak); feels experiences such as these insure that nothing will be a big shock after entering teaching

I-no special activities (intern was on softball team and couldn't make trips)

J-(answer unclear)

K-Fort Worth teacher's conference (excting; nerve-wracking; delivered "message of hope" for the profession and was well received); luncheon for teachers

L-Denver, Fort Worth, Austin (first plane trip; "we had the chance to express our views . . . and we were well accepted"; "they were proud we were going into the profession and bringing new ideas and new hope")

M-luncheon for teachers, Denver AACTE

N-Austin TSTA (fun; only a few people showed up)

O-Austin TSTA; gave five speeches; had never spoken before total strangers before

P-speeches at Denver and Austin; "it (the program) is becoming a national thing"

Q-Austin TSTA ["small audience"; "convinced about half the audience" (never states only two people attended the session)]; Saturday Morning Experience (trip to NASA)

Summary of Question #3.2 (16 responses)

Interns had less difficulty recalling special activities that had been a part of the BIT's first year. About one third of the respondents mentioned diverse activities such as visiting San Antonio teachers and the end-of-the-year picnic held for their parents (note: these interviews were conducted shortly after the picnic). However, all interns appeared to interpret this question to mean the variety of speaking engagements the interns had at two regional conferences (TEA in Fort Worth and TSTA in Austin) and one national conference (AACTE in Denver). Respondents who had not participated in any of these conferences responded to this question by saying that they had not acted in any special activities during the year because, as one put it, "I was busy during those days."

Most interns (9 of 13 who spoke of conference attendance) talked of their appearance at the TSTA convention in Austin (the closest of the three venues to San Antonio). Recalling each of the speaking experiences, interns said they delivered a "message of hope" and exhibited a strong sense of pride and enthusiasm for their futures as teachers. By and large, they described their audiences as supportive and appreciative. Reading these responses leaves little doubt of their strong "testimonial" flavor; interns seem to believe they will bring powerful and positive benefits with them to the profession. Recalling the two older teachers who attended the interns' TSTA session in Austin, one respondent mused, "I think we helped them. I don't know if we brought (their enthusiasm) back, but we sure displayed a lot of (our own)."

4. How has life as a Brackenridge Intern affected your life as a student? As a person?

A-not much; some recognition from Trinity students and faculty; helps to meet people (forces conversation)

B-expanded circle of friends; more questions from people; more involvement in community; "clearer sense of what I'm about" (purpose and direction)

C-greater academic responsibility; special acknowledgment ("everyone thinks 'wow!' without even knowing us"); all friends are interns

D-interns are all friends; more direction; thinks about social contribution; thinks about being a good teacher (e.g., what it takes); more reflective about goals; bias toward education, re: influencing others ["For instance, (when) I got in a discussion, I would always push education and push teachers and try to influence someone that teaching is a worthwhile occupation. I probably wouldn't do that if I weren't a Brackenridge Intern"

E-unaffected as a student ("I have the ability"); family life and old school mentioned often in press; "in awe"

F-doesn't like being labeled as an intern [always introduced as "(name), a Brackenridge Intern"]; feels people associate money, not the curriculum, with BIT; ambivalent about status as a Brackenridge intern ("feel like I'm a little bit more important")

G-most at Trinity know about BIT, "Moore's little interns"; one group of friends; meet a lot more people

H-doesn't recognize the effects because intern is "never just a college student"; more purpose, direction; common goals with other interns; more confident; easier interactions with others

I-already had student friends, but has met other interns' friends; unaffected as a person

J-can't get comfortable; under a lot of pressure; must go above and beyond and know all material; "can't do it all, (but) so far

I've survived"

K-met different people; more outgoing and personable; close to some interns; program adds course requirements

L-"It's been tough! . . . I haven't been able to see what makes me a BI except the label . . . I'm just trying to get through college. But the difference comes in that one-hour class . . . The support we get from Dr. Moore and Jeanine is what sets us apart"; people only recently have begun to connect intern to BIT; feels more confident about career choice

M-pays more attention to news media and reads more about education; more dedicated to profession; doesn't hesitate to get involved in projects; more interested in people

N-tremendous effect; juggles time a lot; program takes a disproportionate amount of time away from academic responsibilities; broadened knowledge; changed perspective ("enlightened"); naive attitude toward education has been changed; more positive about self as a person (intellectually)

O-"not much (effect) overall"; more work; forces intern off campus; more responsible; worries about grades ("people are paying me to go through this school . . . so I should try a little harder")

P-motivated ["someone (mentions Moore) is watching you"]; knows interns

Q-more notoriety; says interns are a family that will have contact after college; has seen "people become more interested in teaching"; asked to recruit others ("we've converted a lot of people")

Summary of Question #4 (17 responses)

While several interns weren't sure how being in the BIT program affected them as college students (because they had no non-BIT experience with which to compare it) and one intern felt the program's effect was "not much," most acknowledged differences in their social and academic lives because of the program. Being an intern, it seems, has helped them meet quite a lot of people. As "Moore's little interns," to quote one respondent, they receive more notoriety and acknowledgment in the Trinity community. In addition, being an intern requires them to juggle their work time, increases their requirements, intensifies their worry about grades, sends them off campus, and generally causes a state of mild academic discomfort. It's like having "someone watching you," one intern admitted, later mentioning Moore as the watcher. Another intern put these feelings of academic pressure quite succinctly: "It's been tough!"

Life in the Brackenridge program has affected the interns' personal lives, too. Intellectually, the experience has broadened their perspectives, their knowledge, and their attitudes about education, while personally, the intern experience has improved their self-images, made them more

confident about their career choices, and ultimately strengthened their confidence. Interns were also aware of social differences; many noted that they feel more comfortable when meeting people. Almost a third of the interns noted how important the intern group has become to them--like a "family" containing some of their best friends.

Little doubt remains, after reading the transcripts, that interns feel "special" as a result of the program and that they have become more certain of the goodness of their chosen field. Several, in fact, speak of "converting" or "recruiting" others to their position.

5. What is the worst thing anyone could say to you about the Brackenridge program?

A-it's a waste of time (to try to improve the profession)

B-it will promote jealousy (among the interns and teachers in schools); the "white knight" problem (people will think interns know everything; "will they accept me? Will someone reject me because of my experiences with the program?")

C-it's a "waste of time. I could be just as good a teacher without it" (intern feels this is possible, but has talked with no one about those doubts)

D-interns are in the program for the money and will leave the field after two-year teaching commitment is fulfilled

E-it's a waste of time; has useless program goals; is "not special. How is that (BIT) preparing you to be a teacher? How much different is being a group and becoming a teacher than just going to school by yourself and being a teacher?"

F-it exchanges $26,000 for having to teach two years; father unsure about intern's personal commitment to program and profession

G-"You're going to be a teacher?!"

H-there's no purpose to it because all teachers are the same

I-"there is no worst thing . . . they're looking from the outside in"

J-(response not recorded)

K-it's a nothing group; it will not succeed in making interns better teachers

L-the teacher training is not worthwhile, no different from routine teacher training ("I think they're wrong. We're sort of the catalyst"); "I don't know if people really understand the BIT. They have to see the inner workings, the 17 of us . . . They have to get an inside view"

M-interns are wasting time and talent by becoming teachers

N-"why be a teacher?"

O-program is useless; "why be a teacher?"; "why pay 17 people to be teachers?"

P-(no response)

Q-"Can't you do something more?"

Summary of Question # 5 (15 responses)

Most interns responding to this question stated that the worst thing anyone could say about the program would be against the interns themselves. One worried that veteran teachers might criticize interns for assuming the role of "saviors" as they began their teaching jobs in Bexar Co. schools. Several others felt that the worst thing someone could say about the BIT program was that the interns were only interested in the scholarship and Trinity education. Most interns who believed that a

personal affront would be the worst thing someone might say remarked that such a comment would be directed at the interns' wasting their time and talent becoming teachers. "Can't you do something more?" would be a typical comment they would take as the worst thing someone might say about the BIT.

While 80 percent of the "worst things said" responses were hypothesized as personal attacks, two thirds of the responses included critical comments about the BIT's special group training approach and/or its goal (as understood by the interns, at least) to upgrade the teaching profession. Along these lines, interns noted that the worst things people might say about the BIT would include comments like "it's useless" or that the interns were "a nothing group" being paid to become teachers who would ultimately be no different than "normal" education majors. Other critics would scoff at trying to improve the teaching profession, calling the goal a "waste of time."

B. REFERENCE GROUPS

6. Other than the intern peer group, who have you spoken with about the program?

6.1 What does the person think of the program? (see parent comments, question #7)

6.2 What would you prefer them to think, or how is this different from what you know about the program?

A-**6** high school teachers and students; **6.1** program is great; **6.2** that's what intern wants them to think

B-**6** friends (feelings) and family ("exciting things"); **6.1** program is good ("those who appreciate it more are the older ones who have gotten into their majors"); **6.2** wants friends to be happy for her and excited about education

C-**6** roommate; **6.1** interested, but wouldn't want to be an intern because it's too limiting; **6.2** not concerned with roommate's attitude

D-**6** other Trinity students; **6.1** most think program's great; some "normal" education majors are jealous; **6.2** "I'd like them all to be jealous of me"

E-**6** best friend; **6.1** jealous; that it's one way to get into Trinity; **6.2** (no response)

F-**6** close friends; **6.1** interested; **6.2** wishes they knew about "my enthusiasm and (that) I worked for what I got!"; others focused on money, not the quality of the program ["no matter what we accomplish or what we do, the figure ($26,000) is still going to stand out"]

G-**6** suitemate; **6.1** wishes she were a part of BIT; **6.2** (no response)

H-**6** parents **6.1, 6.2** (see question #7)

I-6 friend who was almost an intern; 6.1 it's good; 6.2 (no response)
J-(response not recorded)
K-6 high school teachers, parents; 6.1, 6.2 (no responses)
L-6 high school counselor; 6.1 it's a great program; 6.2 intern agrees
M-6 Trinity students; high school friends; 6.1 positive (Trinity students); disinterest, "don't think it's too great" (high school friends); 6.2 satisfied with Trinity students' opinion, but wishes high school friends wanted to know more
N-6 father, roommates; 6.1 (see question #7 for father); one roommate thinks getting money to become a teacher is great and is thinking about teaching, but the others are negative toward teaching even though they like the program; 6.2 (no response)
O-6 friend; 6.1 thinks it's great for intern, but ambivalent opinion on the program in general; 6.2 wishes friend thought "that it's some type of landmark or something in education--not so much for me, but for everybody in the education department here"
P-6 parents; 6.1, 6.2 (see question #7)
Q-6 Moore; 6.1 proud of interns' performances; urges intern to tolerate some of the other interns; 6.2 (no response)

Summary of Question #6 (16 responses)

Friends and/or roommates were mentioned by 10 respondents; parents (see follow-up data in question #7) were mentioned by five; high school teachers by three; high school students by two; and Moore by one. Most listeners (other than parents) are positive about the program and interns' involvement. High school students aren't too interested. Of those who elaborated, there is an unmistakable sense that listeners are most keen about the scholarship opportunity BIT provides and far less enthusiastic about the career choice it demands.

When confronted with these reactions, interns were generally satisfied with their listeners' positive attitudes, although the interns wished that the importance of the program (in one intern's words, "a landmark in education") could be seen as far more important than a scholarship opportunity. "No matter what we do," said one respondent, "the figure ($26,000) is still going to stand out."

7. What do your parents think about your participation in the Brackenridge program?

A-originally felt intern shouldn't go into teaching ("it wasn't that great a career"), but "they've changed 180 degrees"
B-that it's a wonderful opportunity for deep, intense personal enrichment; it's an immediate, good teaching foundation; it makes intern more well-rounded
C-that it's super because of Trinity and the scholarship; impressed with Moore

D-father sends relevant articles; intern doesn't share much information with mother; both are excited and supportive

E-father thinks program is great, always wanted intern to be in teaching; "if my father was my age, he'd like to be in the program"; father tells intern she'll come out with good friends and money; mother doesn't understand program, wanted intern to go into a different career to make more money (intern's reaction: "It's not just for being a teacher. It's for broadening your whole self . . . It's being friends with people, to learn, trust, and gain confidence")

F-mother is ecstatic, very supportive; thanks Moore whenever they meet

G-father feels intern "can't be a knight in shining armor"

H-feel it's great

I-feel it's different, but great

J-impressed with BIT, supportive; stay in close contact

K-feel program has helped family financially (intern wishes they realized she was doing well and learning to become a better teacher)

L-not too involved; intern tells them "normal stuff"

M-pleased and proud; glad program happened along when it did

N-father thinks it's wonderful, is impressed with program; thinks it's a good opportunity

O-intern doesn't talk to parents much

P-think it's wonderful, are proud of intern and frustrated with public education

Q-mother: very happy; father: disturbed about career choice, but is more accepting

Summary of Question #7 (17 responses)

Nine interns spoke of both parents; the other eight spoke of one or the other. The most frequently mentioned response pertained to parental gratitude for and appreciation of the opportunity the BIT provides their children to receive special teacher training, to be a part of such a unique program, to receive a free education at a good school, and to have a secure job future.

Two interns noted that their parents didn't have much to say, and another three reported that their parents were becoming accepting of the interns' career choices now that the first year had gone by.

8. Imagine you are with a group of Trinity students. One is pursuing a major in English, another is studying chemistry, a third is a pre-med major, and the last one is pursuing a degree in business. What might you tell them about the Brackenridge program?

8.1 How do you think each would respond?

A-**8** interns are a demonstration, are new (trying out new things, are the only freshmen in the United States who are in education from day one); would tell friends that if it wasn't for teachers, they wouldn't be at Trinity; **8.1** (no response)

B-**8** it's one of Trinity's many opportunities; "we're hoping to develop the teaching programs"; that education is an exciting field; intern would try to convince others of education's importance ("they're not going to dash my hopes"); **8.1** (no response)

C-**8** would discuss scholarship; that interns will become better teachers; that there are different personalities; how Moore "runs the show" and Keairnes gets everything organized; **8.1** listeners would think program was fine

D-**8** it's a demonstration project that recruited 17 high-ability people with interest in teaching; program emphasizes practice over theory; "they're using us to recognize, I guess, the whole education process . . . kind of an experimental group. And if what happens to us works, then they'll try it with . . . other people"; **8.1** (no response)

E-**8** BIT provides close contact; people watch and care for interns; for "achievers" who want to teach to be exposed to problems related to the career; will "prepare them (interns) to be just a step higher than the regular teachers coming out of college; "program for students to interact and learn from each other"; **8.1** "we can have that if we just get a group together in a club" (intern disappointed in their close-mindedness)

F-**8** a six-year scholarship program that recruited 17 San Antonio students to get quality educators in the public schools; **8.1** listeners would be impressed, but would say, "You have to teach to get this!?"

G-**8** would make a point of saying, "My major is the social sciences"; would give a general description; sees administrators as saying, "We grabbed them and pulled them into education and said, 'Give it a chance. See if you like it. If not, no big deal. Stay in it for a couple of years and get out of it'"; the more intern thinks about teaching, the more she thinks she'll stay in it longer than two years; says all intern are becoming more committed; **8.1** most listeners would respond positively

H-**8** allows interns from top percentage of their high school classes who are interested in teaching to have field experiences enabling them to become better teachers; **8.1** (no response)

I-**8** (no response); **8.1** everyone is surprised to hear that BIT exists at Trinity; no one would feel or respond negatively

J-(response not recorded)

K-**8** a close-knit group of very intelligent people who get along well; **8.1** (no response)

L-8 challenging program compared to "normal" undergraduate programs; would tell English major he could become a teacher; "We all teach ourselves and each other. Being a teacher is focusing on doing that"; 8.1 information might go in one ear and out the other (intern wishes reaction were more respectful, that people would look beyond monetary gains)

M-8 BIT could suit all their interests (if they were secondary education majors) and would be an outstanding opportunity for them; 8.1 (no response)

N-8 pilot program designed to deal with the issue of teacher incompetencies; uses 17 students as guinea pigs in a concentrated program providing early exposure to education; provides interns with great financial opportunity and has received much recognition ("I always stress that"); 8.1 listeners would think BIT was great, but would retain negative attitude toward teaching

0-8 "it's something important to the field of education and to teachers because, especially in Texas, we need good teachers"; program has more depth than a regular teacher education program; 8.1 (no response)

P-8 program goes beyond Trinity with a commitment to teach in Bexar County; it's a practical program that involves interns from the beginning; 8.1 reaction would be positive (if negative, it'd be out of ignorance); "it's obvious that public education needs to have as much emphasis as doctors and lawyers (get)"

Q-8 goal is to recruit, train, and retain high-ability young people; it's a nationally known pilot program that's going to be copied; "we are at the forefront of an educational revolution"; 8.1 listeners would not see it as cost-effective option because it's hard to "convert" people to teaching

Summary of Question #8 (16 responses)

Most of the intern responses focused on the program, its purposes, and its methods. Consequently, the interns would tell non-education Trinity students that the BIT was a nationally recognized, "experimental" program in which 17 "high ability" high school graduates were recruited as guinea pigs, given scholarships, trained, and retained for at least two years as teachers in San Antonio schools.

The purpose of this program, according to the interns, is to improve teacher education programs and to alleviate teacher incompetency by placing quality educators--a step above those who receive routine training--into local schools. This is done, they would explain, by beginning this more challenging, in-depth, and concentrated process of teacher training on "day one" of the interns' freshman year in college. This unique training would be highlighted by early "field experiences" and would emphasize practical (as opposed to theoretical) knowledge. According to

the interviews, most interns saw the program as historically significant ("We are at the forefront of an educational revolution").

Three interns included comments descriptive of the intern group itself, describing it as a close-knit group with a shared commitment to teaching and as a group that maintains close contact and has people (Moore and Keairnes) who care about its members. One intern, imagining this hypothetical question, would acknowledge that the group contained members with different personalities and that Moore "runs the show" and Keairnes gets everything organized.

No intern seemed convinced that their imaginary listeners would be

overly excited after hearing about the BIT. However, none felt that unenthusiastic or negative reactions would bother them.

C. BEING AN INTERN

9. In your mind, what is the most special aspect of this program?

A-beginning education study from "day one" (interns can learn/do more in four years than in two); people in education department

B-opportunities to be a good teacher ("in order to be a good teacher, I have to have personal, step-by-step guidance . . . If I have encouragement along the way and that guidance, then I can be a good teacher")

C-Moore's pleasantness; Moore, "our guardian"

D-better preparation (through special projects and individual attention) than normal education majors; puts interns in demand, re: jobs, and provides friends (colleagues) for future; "we're already in demand. People are going to want us to teach (in their schools), and they're going to respect us right off the bat because we're in this program"

E-"I feel so much better (knowing) that there is someone who really cares that I can go to (mentions Moore). Without the group, I'd be just another student out there"

F-people care enough about education to get good educators in San Antonio

G-knowing that interns are all in it together (common goals)

H-special experiences in teaching; majority of interns can relate

I-"(long pause) not just one thing"

J-(response not recorded)

K-it's a caring group; Moore's challenges (". . . it's rewarding to be able to . . . satisfy him")

L-the close "family" relationship, with Moore as the patriarch and Jeannine as the mother; "We are all growing together. We all share problems. We can talk about them. We can support each other"

M-early field experience and exposure; different topics of study; the "head start" not available in regular teacher education program

N-comfort, support, and reassurance because interns are all in it together; interns are like a family moving toward one goal together (with few exceptions); teaches that interns can make a difference and together they can change things

O-"once-in-a-lifetime kind of thing"; allows for close feeling with other interns (who she feels are intellectually superior to her); will lead to being a better, more responsible teacher

P-"so much positive reinforcement. Always someone (interns, Moore,

Jeannine) encouraging you . . . It's so good to have all of us together saying " 'that's good.' It's the fellowship"

Q-camaraderie in the education department because of Moore's magnetism; feels like a family member

Summary of Question #9 (16 responses)

Seventy-five percent of interns responding to this question supplied comments that acknowledged positive feelings about the Brackenridge "family" (which includes Moore, Keairnes, and the interns) in general or the intern group in particular. "Closeness," "positive reinforcement," "support," and "colleagues for the future" are examples of such responses.

Slightly less than one third of the replies to this question pertained to opportunities the interns were receiving. This group of responses included acknowledgments such as "once-in-a-lifetime kind of thing," "head start," "individual attention," and "unique experiences."

For one intern, the most special aspect of the BIT was the position of demand it put them in for future jobs. Another said the most special aspect was knowing that the people of San Antonio cared about getting good teachers. Finally, one intern steadfastly held the belief that there is "not just one thing" that can be identified in a response to the question.

10. What are some adjectives you would use to describe a Brackenridge Intern?

A-interested, caring, motivated

B-interested, enthusiastic, dedicated, committed, hard-working, wants to be challenged, "thirsty"

C-unique, public school graduate, achievers, goal-directed, not a genius

D-dedicated, caring, responsible, enthusiastic, committed

E-certain of career, intelligent, successful, confident, helpful, caring, friendly, trusting, open

F-mostly female, not quiet anymore, intellectual, dedicated, definite interest in teaching

G-mature, clear-headed, self-confident, respectful, intelligent, common-sensical

H-enthusiastic, good worker, could become competent teacher, confident, helpful

I-bright, considerate, personable, well-rounded (not just academic)

J-outgoing, a leader, outspoken, individual, mature

K-(question not asked)

L-caring, personable

M-mature, concerned, knowledgeable, intellectual, dedicated

N-goal-oriented, aggressive, caring, bright, good social skills

O-membership in BIT; interns know what they want, are goal-directed, dedicated, responsible

P-different, sincere, intelligent, goal-oriented, common-sensical
Q-high achieving, special, sensitive, committed, communicative, compassionate

Summary of Question #10 (16 responses)

Dozens of adjectives were offered, but most can be grouped in one of four categories. The "different" category, which includes unique, contained only three adjectives, while nine descriptors (such as intellectual, bright, well-rounded, and "not a genius") could apply to the "intelligent" category. The most popular response category was "goal/career oriented," which includes responsible, hard-working, concerned, self-confident, interested in teaching, and thirsty. Almost as many adjectives fall in the "personable" category, which includes helpful, outgoing, sincere, good social skills, trusting, and compassionate.

Responses that did not seem to fit into a category were broadly descriptive (mostly female; public school graduate).

11. What are some adjectives you would use to describe the interns as a group?

A-differentiated, individuals
B-want to make a difference; they're doers (though not much is done together; "still on our own a lot, but we know the other interns are there"); "If I met them on the street, I don't know if I would have gotten to know them. But since we have a common goal, it's great."
C-close, tight-knit, different personalities, little groups within the group
D-close-knit, friendly, helpful, dedicated, committed, enthusiastic, cooperative, supportive
E-diverse, cliquish
F-not totally a group yet, attentive, ready to learn
G-becoming close, diverse
H-diverse, striving for same goals, enthusiastic about teaching; all interns know who likes whom, though everyone relates well to each other
I-different in different settings (academic/social); more informal in class; "a lot of us don't have hardly anything in common"
J-talkative, cooperative, can be cohesive
K-set high goals; intelligent, caring, responsible, outgoing
L-rowdy, determined to be the best, reactive to educational issues
M-diverse, common desire to teach, motivated, energetic
N-goal-oriented, bright, concerned about education
O-diverse, not cohesive; some "live and die" for Brackenridge; lots of small groups that don't get along
P-serious, fun-loving, compatible, different, cliquish
Q-wild, mature, thoughtful, insightful

Summary of Question #11 (17 responses)

Responses were slightly more "individual" than "collective." Of the individualized descriptors, twice as many were "goal-oriented" (e.g., high goals, attentive, committed, energetic, dedicated, determined to be the best) as "personable" (which included responses such as rowdy, mature, talkative, quiet, and serious).

Collective responses included those that suggested a strong sense of "groupness" (such as tight-knit, supportive, and close) as well as those suggesting "ungroupness." The latter collection included such responses as "becoming close," "not a group yet," and "can be cohesive"; it also includes answers that described sub-groups or cliques and diversity within the group. Responses in the "ungroupness" category outnumbered those in the "groupness" category two to one.

In short, interns now offered "collective" characteristics almost as much as "individual" characteristics when describing the group. It is perceived as a group in the making more than as a cohesive entity, and as more "goal-oriented" than "personable."

12. In what ways do you seem different from the other interns?

A-procrastinates (others are more prepatory), more spontaneous and outgoing, gets along with all others (some don't)

B-interns "probably more alike than I realize . . . I'm not sure there is an intern group . . . I don't know them very well" (group seldom socializes)

C-struggling more academically; will be in teaching longer than the two required years; no major differences

D-only parent; more concerned with grades

E-keeps more to self; makes friends slower (only friends with five or six interns)

F-more verbal and outspoken; more obvious sense of humor

G-less serious, has a sense of humor, likes all the interns, values how other interns feel toward her

H-elementary education major; different personal views (can't explain); fewer social contacts

I-interest in math (shared with one other intern); interest in sports (shared with some others); nothing extremely different ("how else could we all be a group?")

J-not as materialistic

K-"I worry too much"

L-quiet; slower to share ideas with others

M-more reserved; asks more questions and talks more in seminars

N-different life priorities; puts knowledge before grades; others don't grow in other areas as much; more excited about BIT and teaching; more accepting outlook toward people and all members

of group

O-implies that she and some interns are more "social" (less concerned with work, grades, etc.) than others

P-more of a learner; lives off-campus with parents; "I've always been myself. I don't have to be doing what everyone else does"

Q-only fraternity member; anti-social; better communicator/debater

Summary of Question #12 (17 responses)

Most differences perceived by interns betwen themselves and other members of the group were academic and/or social differences. Five interns believe themselves to be more concerned about their studies than their peers, while two claim less concern about studies. Six interns see themselves as more sociable, while seven see themselves as being less sociable.

Three interns spoke of their ability to get along with all of the others as a difference between themselves and the other interns, and three made mention of their interest in and commitment to the program and teaching as a factor that sets them apart.

Differences in content areas, fraternal affilitation, etc., were mentioned by six of the interns, and one said he had held onto his identity despite the lure of groupness.

Only two interns believed that there was little distinguishable difference between themselves and the other interns. One said the interns were "probably a lot more alike than I realize." "How else could we be a group?" asked the other.

D. CAREER CHOICE

13. Are there differences between how you view the teaching profession now and how you viewed it last year?

A-better understanding of forces outside the profession and those working to improve it; more positive attitude toward career

B-"more on the inside now"; knows what a teacher/administrator does; realizes importance of community resources; appreciates teachers more

C-learned more about the politics of teaching

D-feels salaries aren't that bad (per hour); more realistic about classroom atmosphere

E-sees more problems in education; recognizes teacher shortage; sees need to bring teaching back into limelight ("I never had a negative image of my teachers. I always admired . . . and respected them")

F-knows there are San Antonio schools "I would not like to teach in"

G-more confident of ability to convey correct knowledge to students

H-understands more; is more enthusiastic about teaching

I-no big differences; more excited; realizes some people see teaching

as a job, not a profession

J-(response not recorded)

K-wonders if all this work in college is worthwhile for entering a profession that gets so little respect; learning about negative attitudes makes intern defensive about teaching

L-was scared of becoming a teacher before; accepts that some people are willing to change the profession

M-education/program becoming more popular because of media attention; still believes teaching is a worthwhile career

N-less idealistic; recognizes negative attitudes toward teachers and

"incompetencies" of teachers, administrators, and general curriculum; reinforced desire to become a teacher; "I never thought it was going to be easy, but I didn't think it was going to be like this"

O-recognizes that teaching is more difficult, serious work; has more respect for teaching

P-more anxious to teach; realizes there's more to preparing a lesson than just going to class; sees teachers as real people

Q-more informed; better objective view of the profession; "I have a calling to (teach)"

Summary of Question #13 (16 responses)

One intern recognized "no big changes" when discussing perceptions of the profession after a year in the program. Most interns, however, recognized changes in their views that can be understood as resulting from their curriculum-related experiences during the program's initial year.

Views about the teaching/learning process had changed. Interns spoke of having a more realistic attitude about classroom teachers and their work, a better understanding of the importance of classroom atmosphere, and more confidence in their own ability to convey subject matter. Their views about the teaching career also changed, with most such responses indicating interns' heightened anxiousness and enthusiasm to get started. Finally, changed views that can be related to the BIT curriculum directly included those pertinent to the foundations of schooling. Interns noted a more objective view of the problems of schooling, a greater awareness of the inter-connectedness of outside (community) forces, and a more realistic view of "the big picture" of education. One intern realized that some people see teaching as "only" a job--not a profession--while another has come to believe that teachers' salaries, when figured at an hourly rate, are "not that bad."

One intern made a more specific observation, saying that there are some San Antonio schools in which she does not want to work. Finally, two interns noted the importance that positive media exposure has in affecting the public's view of education.

14. What aspects of the teaching profession do you find most attractive?

A-being in the classroom trying to get uncaring students to care; helping put people "back on track"

B-"to be able to teach someone" what I know; creativity; making students learn; "money is nothing now"; "being around teachers who enjoy teaching for teaching's sake"

C-influencing a lot of people

D-passing on knowledge and ideas ("that's what teaching is to me. It's telling somebody something or showing them how to do something

that you know how to do that they don't")

E-relationships with students and feeling their respect; the chance and the ability to help students; helping bring teaching into a more positive light

F-putting the basis for learning in students' minds; instilling interest in subject matter

G-"ego boost" ("all those people listening to you"); having students repeat what you've said; getting others interested in your interest areas

H-"being able to give (children) some of my knowledge . . . so that they can . . . enjoy school"

I-time, vacations ["especially being a woman, if you want to have a family that (schedule) gives you a chance to be with your kids"]; mixing professional and traditional family roles

J-(response unclear)

K-cooperating with colleagues; having own room and students; being able to teach physics

L-(no response)

M-involvement with students (e.g., in extra-curricular activities); helping kids learn about science; sharing interests with kids and faculty; constant interaction with many students

N-reward of being able to mold people; having a positive effect on people "like those who influenced me"; being in a leadership position; having summers off; being able to travel; "God wanted me to be a teacher"

O-interacting with students; helping them learn and "get through school"

P-creativity; using own methods; working with people; sense of accomplishment because of student improvement

Q-Socratic dialogue with students

Summary of Question #14 (15 responses)

Better than 80 percent of the respondents find the "people-shaping" aspects of teaching most attractive. Examples of responses grouped within this category are "passing on knowledge and ideas," "putting students back on track," "molding," and "making students learn." Other attractive aspects mentioned included teachers' work schedules, the inherent creativity in the job, and cooperation with colleagues.

15. What are some characteristics of a "good teacher"?

A-communicates well; interested, caring, motivated

B-challenges students; is well-informed; admits to imperfection ("I don't know this; let's find it out"); can relate to kids; knows material

C-communicates well; is organized, knowledgeable, dedicated, and

human ("teachers aren't perfect")

D-is interesting, consistent; has high expectations (that are known to students); has a positive attitude (all students should be capable of "A" work)

E-communicates well to administrators; always improving; puts enthusiasm and enjoyment into learning; is personal with students

F-talks and listens well; has a sense of humor, dedication, and interest in the subject matter

G-dynamic, patient, informal; never forgets what it's like to be in high school

H-relates to and reaches students by gaining their respect and confidence; gives all fair and equal treatment (rules); asoociates with faculty and administrators

I-understands that all students are different; can bring material down to students' level; is understanding, fair, and consistent

J-(unclear response)

K-caring, fair, understanding, human; free with control, knowledge of content, and students' perception of content; patience is "the biggest thing"

L-has an "inner calling" to teach; is willing to challenge students

M-knowledgeable, dedicated, giving, disciplined, innovative

N-authoritative yet flexible, open-minded yet firm; caring; influences students; is more than a good lecturer and test maker; fosters home atmosphere; involved in more than just classroom

O-is prepared, helpful; can relate to students; is a role model for successful learning

P-is open-minded about kids; provides equal treatment; is creative, patient, hard-working

Q-enjoys dialogue with students; has a drive to learn; can communicate information

Summary of Question #15 (16 responses)

Interns described a good teacher as having two sorts of characteristics: personal and professional. Personal characteristics were such things as being patient, human, creative, well-informed, and having an "inner calling." Professional or classroom characteristics included such things as being able to relate to and communicate with students (mentioned most frequently), having an interest in one's subject and being able to present it enthusiastically, and being fair and consistent in one's treatment of students.

16. Speculating about the future, what personal and professional responsibilities will you have when you are 30 years of age?

A-doesn't know, but plans to be in classroom

B-marriage, children (intern won't teach until children are school age); master's or doctoral work; will stay in school system (maybe teaching); involvement in PTA after family begins

C-teaching and heading a biology department (gives herself a 10-of-10 rating on commitment to teaching); family (most important)

D-master's work; marriage and two children; expects to be moving up career ladder; respected by peers ("the teacher everybody comes to for help")

E-family, two children; teaching and heading a department

F-marriage; planning musical activities; won't have to deal with children

G-still learning; "doing something I like"; law ("it's a lot of work")

H-still teaching; family (says if she's a good teacher she can leave for a while to start the family, then return)

I-"moved up to" department head or college teaching; marriage, children, big house ("that's a long way off")

J-school administration ("not just a teacher"); more college; travel (doesn't want to stay in San Antonio)

K-hopes to still be teaching; marriage, children; hopes to be a master teacher who is good, "knows stuff and what to expect from students"

L-teaching "special children" whom the system typically fails and stopping those failures from happening

M-marriage, starting a family; secure with teaching but on her way up (looking toward administration); more college

N-chairperson of English department; master's work; a level-4 teacher with respect from colleagues; family; involved in church

O-hopes still to be in education; hopes to be married with one child; hopes not to be a housewife

P-family; master's work; teaching (not administration)

Q-speech coach; department head; marriage; volunteer work

Summary of Question #16 (17 responses)

Nine of seventeen interns believe that they will still be teaching at age 30--four as department heads, one as a "master teacher," and two who simply plan to be moving up the career ladder. Of the eight remaining interns, four might be teaching (several used the word "hopefully"), two will not be teaching, and two don't know.

Twelve of the interns see themselves as married with families at age 30, and seven expect to be pursuing or finished with graduate degrees.

E. COLLEGE LIFE

17. What things make Trinity University unique?

A-many out-of-state students; everyone gets a liberal arts base

B-small size; interesting faculty and students; lots of activities; lots of encouragement to be the best (mentions Moore)

C-it's rough (hard teachers, lot of work); easy to get to know professors; mostly white; focus on image rather than substance (SAT, NMSQT)

D-beautiful campus; good professors; motivated students; mostly white, middle-class, same-aged "monoculture"; "I'm learning"

E-personable (human) professors; difficult classes; development of critical abilities
F-small size; know/interact with people more; know professors well
G-small size; personal; "brought down to earth about my intelligence"
H-(response erased)
I-"I've never been to another university, so how would I know?"; small size; high-quality professors; the BIT program
J-(response not recorded)
K-small size (allows individual attention); available professors; Lecture Series; the BIT program
L-it's challenging
M-small size (more interaction in class); available professors; percentage of live-in students
N-small size; isolated from world; monocultural (WASPish); "given me views I hadn't had before"
O-many outstanding people; serious students (had expected worse); lots of smart people able to have fun
P-size; caring and interacting professors
Q-tower; mural in library; personal contact with professors

Summary of Question #17 (15 responses)

Two respondents mentioned that the BIT program helped make Trinity unique. Most respondents, however, mentioned more general aspects of the university. A "faculty/university reputation" grouping contains 10 responses explicitly mentioning faculty reputation, availability, and personal concern. Also in this category are five references to academic standards ("rough classes") and achievements (strong in the liberal arts). Also popular was the school's "physical/social atmosphere," which features references to the small size (nine), campus beauty (three), plentiful activities (two), student body (five), and monocultural population (three).

18. What were some of your more memorable activities during your first year at Trinity?

A-snow party; spring break camping; parties and good times
B-trip to Rome; involvement in Target 90 and Catholic student group; Trinity service activities; arts
C-fun with friends (e.g., cookouts); meeting deadlines
D-newness of everything; Boyer's party (talked to important people); the BIT program (intern says BIT accounts for all her campus activities because she's a parent who lives off-campus)
E-"I've been so busy working and going to school"; "I feel accepted. I made my place here. I feel comfortable. There are people here whom I will talk to for the next 20 years."
F-trip to Mexico in fall; intramural rafting; sitting around at night talking to people; choir tour

G-going out of town with Trinity students; three trips to the coast; going through finals week; classes; all-school parties
H-rushing/pledging (a fraternity or sorority); meeting new people
I-varsity softball; racquetball; BIT seminars
J-(unclear response)
K-doing poorly (B-minus) in calculus (didn't like professor)
L-nothing
M-rushing/pledging (a sorority or fraternity); involvement with interns; working
N-pledging (a fraternity or sorority); getting a roommate; developing friendships; "I've changed so much since I first got here"
O-camping in the snow; freedom to make decisions (unlike home)
P-BIT seminars; classes; BIT community visits
Q-letter to Trinitonia about racial imbalance at Trinity; locking a person in a ventilation shaft; filling residence adviser's room with newspaper; going to NASA; going to Austin for fraternity conference

Summary of Question #18 (16 responses)

Six responses were related to the BIT program (seminars and community visits got two mentions each; the intern group and the Boyer reception, one). Again, most responses (30) referred to more general activities, such as academics (e.g., classes, meeting deadlines), extra-curricular activities (e.g., school parties, social organizations), and personal/social activities (e.g., having a job, meeting and talking with friends). One intern felt "nothing" was memorable about the first year at Trinity.

F. UNSOLICITED COMMENTS

A-intern group has developed some cohesion and will gain a greater "esprit de corps"
C-"we're all friends . . . a lot of us are really close friends. We see each other all the time"
G-wishes interns could talk about the program informally with no else around
I-"I can come for one hour a week and have no problem" getting along with everyone
L-"within the group the individual always comes out"; "They have their own reasons for being teachers . . . I have yet to understand their reasons for it"
N-"program has been a great success for the most part"; not sure 17 people will make it through six years
P-lots of intelligent people
Q-two interns will leave profession after two years of teaching, but all will finish program because of financial commitment; group norms and expectations will also keep interns in the program

APPENDIX E

INDIVIDUAL INTERN SCORES

TABLE 8
INTERNS RAW SCORES
FOR SELF-DIRECTED SEARCH

Intern	1st	2nd	3rd	Day Dream?
A	50 E	46 S	34 C	Y
B	42 S	32 C	30 E	Y
C	44 IS	24 E	19 A	Y
D	45 S	38 E	29 I	N
E	39 A	37 S	27 IC	Y
F	42 S	33 A	21 EC	Y
G	47 S	46 E	23 A	Y
H	-	-	-	-
I	46 S	26 E	25 I	Y
J	39 S	31 I	23 EC	Y
K	40 I	28 S	20 C	Y
L	43 S	27 IB	23 A	Y
M	42 S	33 E	29 I	Y
N	49 S	44 A	40 E	Y
O	40 S	38 AE	29 I	Y
P	32 S	23 A	22 I	Y
Q	41 S	36 I	32 A	Y

TABLE 9
INTERNS RAW SCORES, STANDARD SCORES
AND PERCENTILE SCORES FOR
CAREER MATURITY INVENTORY:
ATTITUDE

Intern	TOTAL SCORE			DECISIVENESS			INVOLVEMENT		
	Raw Score	Standard Score	% *	Raw Score	Standard Score	%	Raw Score	Standard Score	%
A	42	65	93	7	54	66	9	49	46
B	39	57	76	7	54	66	10	59	82
C	41	63	90	9	65	93	10	59	82
D	39	57	76	8	59	82	8	42	21
E	36	51	54	7	54	66	10	53	82
F	41	63	90	9	65	93	10	59	82
G	40	60	84	6	50	50	8	42	21
H	42	65	93	7	54	66	10	59	82
I	39	57	76	8	59	82	10	59	82
J	40	60	84	9	65	93	10	59	82
K	34	48	42	7	54	66	10	59	82
L	36	51	54	7	54	66	10	59	82
M	43	68	96	7	54	66	10	59	82
N	40	60	84	9	65	93	10	59	82
O	38	55	69	6	50	50	10	59	82
P	39	57	76	6	50	50	10	59	82
Q	44	71	98	9	65	93	10	59	82
MEAN	59.5			7.5			9.7		
S.D.	2.5			1.1			.7		
MODE	39.0			7.0			10.0		
MEDIAN	39.5			7.3			9.9		

* Percentiles are based on norrative scores for high school students

TABLE 9 (Cont'd)
INTERNS RAW SCORES, STANDARD SCORES
AND PERCENTILE SCORES FOR
CAREER MATURITY INVENTORY:
ATTITUDE

INTERN	INDEPENDENCE			ORIENTATION			COMPROMISE		
	Raw Score	Standard Score	%	Raw Score	Standard Score	%	Raw Score	Standard Score	%
A	10	57	76	9	57	54	7	59	82
B	8	41	8	9	51	54	7	59	82
C	10	57	76	10	60	84	5	44	27
D	7	37	10	9	41	54	7	59	82
E	10	57	76	10	60	84	6	50	50
F	9	47	38	10	60	84	7	59	82
G	10	57	76	10	60	84	6	50	50
H	9	47	38	19	60	84	6	59	59
I	10	57	76	10	60	84	6	50	50
J	4	28	1	10	60	84	7	59	82
K	10	57	76	9	51	54	7	59	82
L	8	41	18	10	60	84	6	50	50
M	10	57	76	10	60	84	6	50	50
N	9	57	16	10	60	84	6	50	50
O	10	57	76	9	51	54	5	44	27
P	8	41	18	8	46	34	7	59	82
Q	10	57	76	10	60	84	6	50	50
MEAN	8.9			9.6			6.3		
S.D.	1.5			.6			.7		
MODE	10.0			10.0			6.0		
MEDIAN	9.6			9.7			9.3		

TABLE 9 (Cont'd)
INTERNS RAW SCORES, STANDARD SCORES
AND PERCENTILE SCORES FOR
CAREER MATURITY INVENTORY:
COMPETENCE

INTERN	SELF-APPRAISAL			OCCUPATIONAL INFO.			GOAL SELECTION		
	Raw Score	Standard Score	%	Raw Score	Standard Score	%	Raw Score	Standard Score	%
A	15	53	62	20	66	95	20	73	99
B	14	50	50	17	50	50	15	54	66
C	17	60	84	20	66	95	17	61	86
D	15	53	62	19	59	82	18	65	93
E	16	56	73	2	66	95	20	73	99
F	16	56	73	19	59	82	10	42	21
G	14	50	50	19	59	82	15	54	66
H	18	65	93	18	54	66	17	61	66
I	13	47	38	19	59	82	15	54	66
J	15	53	62	19	59	82	18	65	93
K	18	65	93	17	50	50	17	61	86
L	15	53	62	20	66	95	16	57	76
M	19	70	98	17	50	50	18	65	93
N	15	53	62	20	66	95	20	73	99
O	17	60	84	20	66	95	16	57	76
P	12	44	27	17	50	50	14	51	54
Q	11	42	21	13	40	16	14	51	54
MEAN	15.3			18.5			16.9		
S.D.	2.1			1.8			1.9		
MODE	15			20			17		
MEDIAN	15.2			19			16.9		

TABLE 9 (Cont'd)
INTERNS RAW SCORES, STANDARD SCORES
AND PERCENTILE SCORES FOR
CAREER MATURITY INVENTORY:
COMPETENCE

INTERN	PLANNING			PROBLEM SOLVING		
	Raw Score	Standard Score	%	Raw Score	Standard Score	%
A	15	58	79	14	59	82
B	14	49	46	13	55	69
C	11	43	24	13	55	69
D	19	68	96	14	59	82
E	15	52	58	10	46	34
F	10	42	21	11	49	46
G	16	55	69	11	59	82
H	14	49	46	12	52	58
I	14	49	46	11	49	46
J	18	63	90	12	52	58
K	18	63	90	10	46	31
L	16	57	76	10	46	34
M	14	49	46	12	52	58
N	18	63	90	10	46	34
O	12	45	31	12	52	58
P	9	40	16	12	52	58
Q	14	49	46	6	37	10
MEAN	14.6			11.8		
S.D.	2.8			2.0		
MODE	14			2		
MEDIAN	14.3			12		

TABLE 10
INTERNS RAW SCORES AND PERCENTILE SCORES
FOR SURVEY OF PERSONAL VALUES

INTERN	P. Raw Score	%*	A. Raw Score	%	V. Raw Score	%	D. Raw Score	%	O. Raw Score	%	G. Raw Score	%
A	13	57	29	99	4	15	20	80	8	24	16	44
B	13	61	20	78	14	48	16	58	9	25	18	51
C	4	7	23	90	10	30	22	90	7	15	24	85
D	18	88	16	51	6	16	10	21	19	79	19	57
E	8	28	17	58	11	34	19	76	17	69	18	51
F	12	55	14	37	8	23	6	6	21	87	18	51
G	8	28	19	72	27	95	22	90	0	0	14	29
H	10	41	23	90	8	23	12	33	19	79	18	51
I	12	55	21	83	3	6	14	46	19	79	21	70
J	12	55	13	30	1	2	16	58	21	87	27	95
K	16	80	16	51	4	9	9	16	19	79	19	47
L	9	26	25	93	3	11	21	85	13	49	70	66
M	13	61	21	83	16	59	7	9	16	64	17	44
N	5	11	15	44	18	69	24	95	3	2	25	89
O	12	55	14	37	7	19	13	39	24	94	20	64
P	16	80	17	58	1	2	19	76	15	59	22	76
Q	14	63	19	63	1	4	18	68	9	28	29	98
MEAN	11.5		18.9		8.4		15.8		14.1		20.7	
S.D.	3.8		4.4		7.1		5.6		6.9		4.2	
MODE	12		14,16,17 19,21,23		1		16,19,21		19		18	
MEDIAN	11.8		17.8		6		16.8		16.0		19.8	

* Percentiles are based on normative scores for female college students

TABLE 11
INTERNS RAW SCORES AND PERCENTILE SCORES
FOR SURVEY OF INTERPERSONAL VALUES

INTERN	S. Raw Score	%*	C. Raw Score	%	R. Raw Score	%	I. Raw Score	%	B. Raw Score	%	L. Raw Score	%
A	7	8	11	46	4	4	22	60	26	95	20	65
B	17	36	12	34	9	25	11	20	24	79	17	78
C	11	7	9	19	8	19	20	71	22	67	20	8
D	21	70	11	24	21	95	7	6	17	37	13	60
E	7	2	13	39	8	19	14	37	27	94	21	89
F	19	53	14	45	18	86	6	4	12	13	21	89
G	14	18	5	6	14	63	14	37	25	85	18	81
H	14	18	14	45	10	32	15	43	21	61	16	74
I	11	7	13	39	8	19	13	39	21	61	24	95
J	13	14	18	68	4	4	14	37	26	90	15	70
K	14	18	24	94	9	25	20	71	15	25	6	21
L	24	93	8	34	14	58	11	12	20	76	10	18
M	20	62	2	2	18	86	15	43	15	25	20	87
N	15	23	7	11	10	32	24	87	24	19	10	42
O	20	62	18	68	13	56	19	66	15	25	5	15
P	16	29	14	45	7	14	20	71	22	67	6	20
Q	8	12	20	84	17	78	16	31	28	97	8	11
MEAN	11.8		12.5		11.3		15.4		21.5		14.7	
S.D.	5.0		5.6		5.0		5.0		5.1		6.2	
MODE	14		14		8		14		15		20	
MEDIAN	14.3		12.8		9.8		14.8		22		16	

* Percentiles are based on normative scores for female college students

APPENDIX F

DESCRIPTIONS OF INSTRUMENTS

DESCRIPTIONS OF INSTRUMENTS ADMINISTERED TO BRACKENRIDGE INTERNS FALL 1984

THE SELF-DIRECTED SEARCH (SDS)

This instrument is a self-administered, self-scored, self-interpreted vocational counseling tool. The SDS helps people with a wide range of vocational questions: students wondering what career to follow; students wanting to support a tentative choice or to make sure that they have not overlooked obvious alternatives; and adults seeking a second career, returning to school, or doubting the suitability of their current jobs. The SDS provides an exploration of the entire range of occupational possibilites. A person can study the relationships between personal characteristics and 456 occupations. The content of the SDS is broken into three parts: occupational daydreams, four assessment methods, and classifications.

OCCUPATIONAL DAYDREAMS

This part of the SDS directs the person to list and code his occupational daydreams. The goals are: (1) to provide a comparison between current aspiration and the SDS summary code, (2) to force the person to engage in some occupational exploration when a person's summary code and occupational daydreams are similar.

ASSESSMENT SCALES

Activity Scale-This scale provides self-estimates of what activities demand a person's time.

Competency Scale-This scale provides self-estimates of a person's talents and acquired competencies.

Occupation Scale-This scale identifies occupations that have appeal to the respondent.

Self-Estimates-This score reflects self-ratings of talents and traits in each of six areas.

CLASSIFICATIONS

Each of the assessment scales are sub-divided into six classifications: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Each of these classifications represents a personality type. An individual's profile, then, is developed from how questions geared toward the classifications are answered. Realistic occupations (R) include skilled trades, technical and some

service occupations. Investigative occupations (I) include scientific and some technical occupations. Artistic occupations (A) include artistic, musical, and literary occupations. Social occupations (S) include educational and social welfare occupations. Enterprising occupations (E) include managerial and sales occupations. Conventional occupations (C) include office and clerical occupations.

The three-letter codes provide descriptions of occupations. For example, the code of ESC for sales manager means that sales managers resemble people in enterprising occupations most of all, that they resemble people in social occupations somewhat less, and people in conventional occupations still less. In this way, the codes provide a brief summary of what an occupation is like by showing its degrees of resemblance to three occupational groups.

THE CAREER MATURITY INVENTORY (CMI)

Career maturity inventories are primarily measures of individual career development. For example, attitudinal dimensions reveal individual problems associated with career choice. Competence dimensions provide measures of an individual's knowledge of occupations and planning skills.

The attitude scale of the Career Maturity Inventory measures decisiveness, involvement, independence, orientation, and compromise in decision making. The competence scale measures self-appraisal occupational information, goal selection, planning, and problem solving.

The attitudinal scale screens for career "immaturity," i.e., those students who are coping ineffectively with the task of selecting a life's work. The student's percentile rank with reference to others at the same grade level can be used to screen those who are immature in their career development. In general, those in the lowest quartile can be considered as possibly delayed or impaired in their career development. Students above this quartile are most likely progressing normally in their career development.

ATTITUDE SCALE

Scores indicate the maturity of an individual's feelings and ideas about the choice of a career. The higher the scores, the more likely they are to be actively trying to find out about careers and to choose wisely for themselves. The 50th percentile indicates an individual who is progressing along with or possibly ahead of others of the same age on the variable being measured. The 25th percentile indicates an individual who is deficient in the variable being measured.

For decisiveness--the higher the score, the more certain respondents are about what they want to do.

For involvement--the higher the score, the more active respondents are about making a career choice.

For independence--the higher the score, the more respondents are trying to make the career choice on their own.

For orientation--the higher the score, the more aware respondents are of what needs to be done to make a career choice.

For compromise--the higher the score, the more flexible the respondents are in choosing a career.

COMPETENCE

Scores on this scale indicate the maturity of individuals in regards to their knowledge about occupations and the decisions involved in choosing a career. The higher the score, the greater their knowledge of the differences between occupations and the better understanding they have of the decisions that need to be made in choosing a career. The 50th percentile indicates an individual who is progressing along with or possibly ahead of others of the same age on the variable being measured. The 25th percentile indicates an individual who is deficient in the variable being measured.

For "knowing yourself" (self-appraisal), the higher the score, the more objectively and realistically respondents can estimate their strengths and weaknesses for different careers.

For "knowing about jobs" (occupational information), the higher the score, the more respondents understand what workers in a variety of occupations do and how their duties and tasks differ.

For "choosing a job" (goal selection), the higher the score, the better respondents are at choosing a career in which they will likely find satisfaction and success.

For "looking ahead" (planning), the higher the score, the better respondents are able to plan out and order the steps they would follow to prepare for, enter, and advance in their chosen career.

For "what to do" (problem solving), the higher the score, the more effectively respondents can solve problems that arise in their career development.

THE SURVEY OF PERSONAL VALUES (SPV)

The Survey of Personal Values is designed to measure selected critical values that help determine the manner in which individuals cope with the problems of everyday living. The six values measured by the SPV are practical-mindedness (P), achievement (A), variety (V), decisiveness (D), orderliness (O), and goal-orientation (G). The scales are interpreted by their "item content." This reflects what high-scoring individuals value, but there is no separate item description for low-scoring individuals. Low-scoring individuals simply do not value what is defined by the items of a particular scale.

The scales, as reflected by their item content, are:.

Practical-mindedness: To always get one's money's worth, to take good care of one's property, to get full use of of one's possessions, to do things that will pay off. High scores typify those who are materialistically oriented and who prefer doing things that are practical, immediately useful, and/or economically advantageous.

Achievement: To work on difficult problems, to have a challenging job to tackle, to strive to accomplish something significant, to set the highest standards of accomplishment for oneself, to do an outstanding job at anything one tries. High scores are made by those who value accomplishment and growth. Such individuals enjoy challenging work, particularly of the type that allows for personal initiative and in which individual effort can pay off.

Variety: To do things that are new and different, to have a variety of experiences, to be able to travel a great deal, to go to strange or unusual places, to experience an element of danger. High-scoring individuals prefer not to narrow the focus of their activities. They like to deal with new and different situations and enjoy work that does not develop into a routine.

Decisiveness: To have strong and firm convictions, to make decisions quickly, to always come directly to the point, to make one's position on matters very clear, to come to a decision and stick to it. High-scoring individuals tend to value their own opinions and their ability to think things through for themselves. They enjoy jobs in which decision-making is an integral part of their work activities.

Orderliness: To have well organized work habits, to keep things in their proper places, to be a very orderly person, to follow a systematic approach in doing things, to do things according to a schedule. High scores are made by those who tend to be well organized and systematic in their

approach to work, irrespective of the nature of the work or the level at which they are operating. These individuals prefer to have their activities scheduled as much as possible.

Goal-orientation: To have a definite goal toward which to work, to stick to a problem until it is solved, to direct one's efforts toward clear-cut objectives, to know precisely where one is headed. High-scoring individuals prefer jobs in which the requirements or objectives have been clearly defined or specified. They tend to be task-oriented and to limit the span of their activities toward that end.

All norms are presented in percentile form. The individual's percentile score provides an indication of his or her relative position on a given value vis-a-vis other members of the normative group. Very high scores fall between the 94th and 99th percentiles; high, between 70 and 93rd; average, between 32nd and 69th; low, between 8th and 31st; and very low, between 1st and 7th. The 31st and 70th percentiles are used as cutting points to determine whether the individual's score is above or below average.

The Survey of Interpersonal Values is a comparison instrument to the Survey of Personal Values. Those interpersonal values that correlate highly with each of the SPV scales, at the .01 level, are:

Value (SPV)	Value (SIV)
Practical Mindedness	Support (+); Leadership (-); Independence (-)
Achievement	Support (-); Leadership (+)
Variety	Independence (+); Conformity (-)
Decisiveness	Independence (+)
Orderliness	Conformity (+); Independence (-); Leadership(-)
Goal Orientation	Conformity (+); Independence (-); Recognition (-)

THE SURVEY OF INTERPERSONAL VALUES (SIV)

The Survey of Interpersonal Values is designed to measure certain select values involving the individual's relationships with other people. These particular values are important in the individual's personal, social, marital, and occupational adjustment. The six values measured are support (S), conformity (C), recognition (R), independence (I), benevolence (B), and leadership (L).

The scales are interpreted by their item content, which reflects what high-scoring individuals value. There are no separate item descriptions for low-scoring individuals. Low-scoring individuals simply do not value what is defined by the items of a particular scale.

The scales, as reflected by their item content, are:

Support: Being treated with understanding, receiving encouragement from other people, being treated with kindness and consideration.

Conformity: Doing what is socially correct, following regulations closely, doing what is accepted and proper, being a conformist.

Recognition: Being looked up to and admired, being considered important, attracting favorable notice, achieving recognition.

Independence: Having the right to do whatever one wants to do, being free to make one's own decisions, being able to do things in one's own way.

Benevolence: Doing things for other people, sharing with others, helping the unfortunate, being generous.

Leadership: Being in charge of other people, having authority over others, being in a position of leadership or power.

A forced choice format is used in the SIV. The instrument consists of 30 sets of three statements, or triads. The three statements within each set are equated as closely as possible for social desirability through a matching of preference value indices. In this way, the likelihood of the individual's responding to the favorableness of the statement rather than to its degree of personal importance is reduced.

All norms are presented in percentile form. The individual's percentile score provides an indication of his or her relative standing on a given value in comparison with other members of the

INTERPRETATION OF BIT QUANTITATIVE DATA

Four standardized instruments were administered to the Brackenridge Interns in Teaching. All 17 of the interns completed three instruments; one intern did not complete the Self-Directed Search. In this section, each inventory will be considered and reviewed in turn, and possible interpretations will be suggested.

THE SELF-DIRECTED SEARCH (SDS)

The results indicate that the interns responses to the standardized inventory are consistent with their choice of teaching as a career. Their preferences for activities and their estimates of their competencies and skills are similar to other people who have already chosen teaching as a career. Based on the numerical scores for the code letters SAE, the interns' choice of teaching is appropriate. Scores on two of the first three letters were generally quite high, indicating strong preferences. Since nearly all interns included teaching among their occupational daydreams, these codes are consistent with the interns' self-perceptions.

THE CAREER MATURITY INVENTORY (CMI)

According to the CMI publishers, the most appropriate use of this instrument is to screen and identify people who can profit from vocational counseling, particularly as it relates to decision making. When that application is made, only the total score is used. No intern, by this application, was at risk in the career decision-making process.

One possible interpretation of the six low scores on the Independence scale is that since acceptance into the BIT program obligated the intern for six years and $26,000, reliance on expert advice would seem wise and prudent. Several of the low scores in CMI scales could be similarly explained. Most of the interns were accepted into the BIT program during the spring semester of their senior year in high school. Because of the timing, it may have required quicker-than-usual decision making and substantial commitments beyond the usual requirements faced by high school seniors. While it is not uncommon for seniors to make commitments to scholarship programs, it is unusual to require as strong a financial and psychological commitment to a normal four-year course of study and profession.

THE SURVEY OF PERSONAL VALUES (SPV)

The interns are highly motivated by (as reflected in values attached to) goal orientation and achievement. They attach least value, from among the six scales, to "variety." Since these interns were all among the top 10 percent of their graduating class and were selected for high ability, as reflected in their SAT scores, the top two values are not surprising. The low value attached to variety is not surprising either, given that these students are all from the immediate community. These students were chosen to participate not only because they were to be graduates of local high schools, but also because they would agree to remain in the immediate community for at least two years following graduation from the university.

THE SURVEY OF INTERPERSONAL VALUES (SIV)

The interns highly value benevolence. Teaching has long been identified as a profession that requires an interest in helping other people. Students in teacher training programs often indicate that they are as motivated by serving others (helping others learn) as they are by potential income. Effective teachers are commonly characterized as people who extend themselves to others and who demonstrate genuine caring for their students. The scores on the Benevolence scale indicate that both the University and the intern made appropriate choices with respect to this variable.

Another aim of the BIT program was to choose people as interns who would assume positions of leadership in the profession and who could act independently as well as serve as team members. The signifcantly higher intern scores on the Leadership scale (as compared to female college students' scores) indicate appropriate selection of candidates. The significantly lower score for interns compared to the norm group on the Support scale also confirms that these interns are attracted to opportunities for independence and self-reliance.

CONCLUSIONS

The standardized data taken as a whole indicate that the interns were capable of making career decisions that required substantive commitment. They appear to value the qualities for which they were selected and that are associated with effective teachers in the schools.

normative group. Very high scores fall between the 94th and 99th percentiles; high scores, between 70th and 93rd; average, between 32nd and 69th; low, between 8th and 31st; and very low, between 1st and 7th. The 31st and 70th percentiles may be used as cutting points to determine whether an individual's score is above or below average.